DOCUMENT RESUME

ED 324 898 EC 232 632

AUTHOR	Valdes, Kathryn A.; And Others
TITLE	Youth Categorized as Visually Impaired, Statistical Almanac, Volume 6. The National Longitudinal Transition Study of Special Education Students.
INSTITUTION	SRI International, Menlo Park, Calif.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	Jul 90
CONTRACT	300-87-0054
NOTE	379p.; For related documents, see EC 232 627-636.
AVAILABLE FROM	SRI International, 333 Ravenswood Ave., Menlo Park, CA 94025-3493 ($28.00).
PUB TYPE	Reports - Research/Technical (143) -- Statistical Data (110)
EDRS PRICE	MF01/PC16 Plus Postage.
DESCRIPTORS	*Educational Practices; *Education Work Relationship; Enrollment; Family Characteristics; Human Services; Longitudinal Studies; *Outcomes of Education; Secondary Education; Statistical Analysis; Student Characteristics; Student Placement; *Transitional Programs; *Visual Impairments; *Vocational Education; Vocational Evaluation

ABSTRACT

This volume of the National Longitudinal Transition Study of Special Education Students (NLTS) offers statistical data relating to 875 students with visual impairments (ages 13-21). The study design involved a survey of parents/guardians, examination of school records, and a survey of school programs. The 43 tables describe: youths' individual and household characteristics (demographic characteristics, self-care skills, functional skills, assistive devices, parental expectations for futures of youth); characteristics of students' school and educational programs (enrollment, staffing, policies, coordination, transition planning, educational placements, course-taking); programs available (vocational education, vocational assessment/counseling, work adjustment training); services received (vocational services, counseling, occupational therapy, tutors, readers, interpreters, speech/language therapy, physical assistance, transportation assistance); and youth outcomes (educational achievements, school completion, independence, social experiences, postsecondary education, employment). The tables present data by type of community, gender, age, school status, household income, ethnicity, and head of household education. The volume also outlines the purposes of the study, procedures used to collect information, the sample of youth surveyed, statistical weighting procedures, the generalizability of study results, and caveats to data users. Appendices provide information on interpreting variables and present data tables relating to specific subgroups. Includes two references. (JDD)

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THE NATIONAL LONGITUDINAL TRANSITION STUDY OF SPECIAL EDUCATION STUDENTS

Statistical Almanac, Volume 6:
Youth Categorized as Visually Impaired

July 1990

Prepared for:

The Office of Special Education Programs
U.S. Department of Education

Prepared by:

Kathryn A. Valdés
Cynthia L. Williamson
Mary M. Wagner

The National Longitudinal Transition Study of Special Education Students is being conducted by SRI International under Contract 300-87-0054 with the Office of Special Education Programs, U.S. Department of Education.

EC 232632

SRI International

National
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National Longitudinal Transition Study

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INTRODUCTION

This volume of the statistical almanacs is a compendium of descriptive data from the first wave of data collection of the National Longitudinal Transition Study of Special Education Students (NLTS). It reports on characteristics, experiences, and achievements of youth who were categorized as having visual impairments by the schools or school districts they attended as special education students in the 1985-86 school year. Eight companion volumes provide similar information for youth classified into other disability categories; an overview volume in the series presents data for youth in all 11 federal disability categories.*

To provide a context for understanding the nature of the data reported in the statistical almanacs, the following sections of this introduction describe the procedures used to collect information, the sample of youth on which the study is based, statistical weighting procedures, and the generalizability of study results. As an aid in interpreting the data, the introduction concludes with a discussion of caveats that readers should keep in mind as they use NLTS data. Appendix A provides additional information about selected variables presented in the almanacs that clarifies their interpretation.**

Purposes of the NLTS and the Statistical Almanac Series

The NLTS was mandated by the U.S. Congress in 1983 to provide information to practitioners, policymakers, researchers, and others in the special education community regarding the transition of youth with disabilities from secondary school to early adulthood. The Office of Special Education Programs (OSEP) of the U.S. Department of Education contracted with SRI International to determine a design, develop and field test data collection instruments, and select a sample of students for a study that would meet the congressional mandate. In April 1987, under a separate contract, SRI began the actual study.

In the field of research on youth with disabilities, the NLTS is unique in several respects. For many years, the research base on youth with disabilities has consisted largely of studies of relatively few youth who were in particular disability categories, in a few school districts or a single state, or in a specific educational placement or treatment program. It has been very difficult to paint a broad picture of students from this fragmented research base. With the NLTS, findings are based on a sample that is large and nationally representative. The data presented here were collected in 1987 for a sample of more than 8,000 youth who represent the national population of secondary special education students who were ages 13 to 21 in the 1985-86 school year. The sample permits us to estimate with fairly high precision many of the characteristics of youth with disabilities and their experiences in adolescence and early adulthood. Further, the sample is nationally representative of 1985-86 secondary special education students both as a whole and for those in each of the 11 federal disability categories separately (see the "Descriptive Results" section for definitions of these categories). Therefore, for the first time we know what the transition experiences were for youth with visual impairments, for example, and how they differed from those of youth with orthopedic impairments or multiple handicaps.

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* All volumes of the statistical almanac series are listed at the conclusion of this introduction.

** Variables discussed in Appendix A include IQ scores; items related to self-care skills, assistive devices receipt of support services; grade point average; and items concerning alterations made to the home, secondary school enrollment and completion status, enrollment in a special school, and participation in occupationally-oriented vocational education.

The NLTS is also unusual in its longitudinal design. The students for whom data were gathered in 1987 are being retained in the study so that follow-up data can be collected about them in 1990. These follow-up data will enable the estimation of trends in experiences as youth age. For example, we will be able to describe the movement in and out of jobs and in and out of school that often characterizes youth in their early adult years.

Finally, the NLTS is extremely broad in scope, gathering information on a wide range of characteristics, experiences, and outcomes of youth with disabilities, including the following:

- ***Individual and family characteristics*** (e.g., demographics, disability-related characteristics).
- ***Independent functioning*** (e.g., residential independence, financial independence, functional abilities).
- ***Social experiences*** (e.g., belonging to school or community groups, socializing with friends).
- ***School programs*** (e.g., courses taken, support services provided, educational placements).
- ***School characteristics and policies*** (e.g., type of school attended, policies related to mainstreaming, programs available for special education students).
- ***School achievement and completion*** (e.g., grades received, absenteeism, dropout/graduation behaviors).
- ***Employment characteristics*** (e.g., rates of employment, job types and duration, wages).
- ***Postsecondary education participation*** (in vocational schools and 2-year and 4-year colleges).

- ***Services provided by the school and other sources*** (e.g., job training, physical therapy, counseling).

- ***Parental expectations for youth in the areas of education, employment, and independence.***

This breadth of scope provides the most comprehensive picture yet available of youth with disabilities during adolescence and early adulthood.

Many people will be interested in using information from the NLTS for a variety of purposes, and data and findings will be available in a variety of forms. The NLTS project staff from OSEP and SRI will publish reports, papers, and articles on a wide range of topics and offer presentations of findings to many appropriate audiences. However, the richness of the database will support many analyses that are not on the research agenda of the NLTS project itself. For those interested in analyzing the NLTS database to address their own research questions, a data tape and documentation are available for purchase. Others will have questions that can easily be informed by NLTS data without the need for additional computer analyses. The statistical almanacs are intended to satisfy this type of information need.

NLTS data are compiled in the form of statistical almanacs as a way of informing audiences about the breadth of information available from the study. The format of the almanacs is intended to give users a broad understanding of the secondary school and transition experiences of youth with disabilities as a whole and to permit comparative analyses of the experiences and outcomes of youth in each of the 11 federal disability categories. When the NLTS is completed, similar almanacs will report follow-up data, permitting users to identify trends in experiences over time.

Components of the NLTS

The NLTS has several components:

- ***The Parent/Guardian Survey***. In the summer and fall of 1987, parents were interviewed by telephone to determine information on family background and expectations for the youth in the sample, characteristics of the youth, experiences with special services, the youths' educational attainments (including postsecondary education), employment experiences, and measures of social integration. Parents rather than youth were selected as respondents for the first wave of data collection because of the need for family background information and because, with most students still being in secondary school and living at home, parents were believed to be accurate respondents for the issues addressed. This survey will be repeated in 1990, when youth will be interviewed if they are able to respond.

- ***School Record Abstracts***. Information has been abstracted from students' school records for their most recent year in secondary school (either the 1985-86 or 1986-87 school year). This information relates to courses taken, grades achieved (if in a graded program), placement, related services received from the school, status at the end of the year, attendance, IQ, and experiences with minimum competency testing. School transcripts will be collected in 1990 for youth who have been in secondary school at any time since the 1986-87 school year.

- ***School Program Survey***. Schools attended by sample students in the 1986-87 school year were surveyed for information on enrollment, staffing, programs and related services offered to secondary special education students, policies affecting special education programs and students, and community resources for the disabled.
- ***Explanatory Substudies***. Studies involving subsamples of youth are looking in greater depth at students' secondary school programs, the patterns of transition outcomes achieved by youth who were out of secondary school, and the relationship between school experiences and outcomes. Substudies are ongoing, and data from them are not included in this almanac series.

The NLTS Sample

The NLTS sample was constructed in two stages. A sample of 450 school districts was randomly selected from the universe of approximately 14,000 school districts serving secondary (grade 7 or above) special education students,* which had been stratified by region of the country, a measure of district wealth involving the proportion of students in poverty (Orshansky percentile), and student enrollment. Because not enough districts agreed to participate, a replacement sample of 178 additional districts was selected. More than 80 state-supported special schools serving secondary-age deaf, blind, and deaf-blind students were also invited to participate in the study. A total of 303 school districts and 22 special schools agreed to have their students selected for the study.

Analysis of the potential bias of the district sample indicated no systematic bias that would have an impact on study results when participating districts were compared to nonparticipants on several characteristics of the students served, participation in Vocational Rehabilitation programs, the extent of school-based and community resources for the disabled, the configuration of other education agencies serving district students, and metropolitan status (see Javitz and Wagner, 1990 for more information on the LEA sample). Bias may exist, of course, on factors for which data were not available for such comparisons.

Students were selected from rosters compiled by districts, which were instructed to include all special education students in the 1985-86 school year who were in grades 7 through 12 or whose birthdays were in 1972 or before, whether or not they were served within the district or outside the district (e.g., in a state-supported residential school). Rosters were stratified into 3 age groups (13 to 15, 16 to 18, over 18) for each of the 11 federal disability categories and youth were randomly selected from each age/disability group so that approximately 800 to 1,000 students were selected in each disability category (with the exception of deaf-blind, for which fewer than 100 students were served in the districts and schools included in the sample).

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* Special education cooperatives and other special service units were not sampled directly (83% of special education students are served directly by school districts; Moore et al., 1988). However, instructions to districts for compiling student rosters asked districts to include on their listing any students sent from their district to such cooperatives or special service units. Despite these instructions, some districts may have underreported students served outside the district.

In part because of the time lapse between sample selection and data collection, many students could not be located at the addresses or telephone numbers provided by the schools. Of the 12,833 students selected for the sample, about one-third could not be reached by telephone for the parent interview. (For more than half of these, addresses and telephone numbers were not provided by the schools/districts from which they were sampled.) This relatively high rate of inability to reach sample members confirmed the importance of including in the NLTS a substudy of nonrespondents to determine whether those who were reached for the telephone interview were a representative sample of the population to which the study was intended to generalize. To identify whether bias existed in the interview sample, interviewers went to 28 school districts with relatively high nonresponse rates to locate and interview in person those who could not be reached by telephone. Of the 554 sought for in-person interviews, 442 were found and interviewed, a response rate of 80%. A comparison of telephone interview respondents with in-person interview respondents showed that the telephone sample underrepresented lower-income households. The sample was reweighted to adjust for that bias, as described in the next section.

Of the 10,369 sampled students for whom addresses or telephone numbers were provided by schools or districts, some portion of the needed data was collected for 84%; the response rates for individual components of the study were as follows:

	N	Response Rate
Parent interview	7619	71%
School records	6241	60
School survey	6672	64

Weighting Procedures and the Population to Which Data Generalize

Youth with disabilities for whom data could be gathered were weighted to represent the U.S. population of special education students in the 1985-86 school year who were in grades 7 through 12 or at least 13 years old. Because it is a sample of students at various ages, the NLTS sample does not generalize to youth who had dropped out of school before that age. For example, the sample of 18-year-olds generalizes to youth who were 18 and still in secondary school in 1985-86, not to all 18-year-olds with disabilities, many of whom may have left school at an earlier age.

In performing sample weighting, three mutually exclusive groups of sample members were distinguished:

(A) Youth whose parents responded to the telephone interview.

(B) Youth whose parents did not respond to the telephone interview but were interviewed in person.

(C) Youth whose parents did not respond to either the telephone or in-person interview but for whom the we obtained a record abstract.

A major concern in weighting was to determine whether there was a nonresponse bias and to calculate the weights in such a way as to minimize that bias. There was a potential for three types of nonresponse bias:*

(1) Bias due to the inability to locate respondents because they had moved or had nonworking telephone numbers.

(2) Bias due to refusal to complete an interview (only 3% of those available to be interviewed refused).

(3) Bias due to circumstances that made it infeasible to locate or process a student's school record.

Of these three types of nonresponse, the first was believed to be the most important, in terms of both frequency and influence on the analysis. Type 1 bias was also the only type of nonresponse that could be estimated and corrected.

The magnitude of type 1 nonresponse bias was estimated by comparing responses to items available for the three groups of respondents (after adjusting for differences in the frequency with which youth in different disability categories were selected and differences in the size of the LEAs selected). Group A was wealthier, more highly educated, and less likely to be minority than group B. In addition, group A was more likely to have students who graduated from high school than group B or C (which had similar dropout rates). Groups A and B were compared on several additional measures for which data were unavailable for group C. The youth described by the two groups were similar on these additional items, including gender, employment status, pay, functional skills, association with a social group, and length of time since leaving school. Adjusting the weights to eliminate bias in the income distribution eliminated bias in parental educational attainment and ethnic composition, but did not affect differences in dropout rates. It was also determined that groups B and C were large enough that if they were treated the same as group A in the weighting process, the resulting dropout distribution would be approximately correct.

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* We assumed that nonrespondents who could not be located because LEAs did not provide student names would have chosen to participate at about the same rate as parents in districts in which youth could be identified. The remaining nonrespondents would presumably have been distributed between the three types of nonresponse mentioned above.

Weighting was accomplished using the following steps:

- Data from groups A and B were used to estimate the income distribution for each disability category that would have been obtained in the absence of type 1 nonresponse bias.

- Respondents from all three groups were combined and weighted up to the universe by disability category. Weights were computed within strata used to select the sample (i.e., LEA size and wealth, student disability category and age).

- Weights from three low-incidence disability categories (deaf, orthopedically impaired, and visually impaired) were adjusted to increase the effective sample size. These adjustments consisted primarily of slightly increasing the weights of students in larger LEAs and decreasing the weights of students in smaller LEAs. Responses before and after these weighting adjustments were nearly identical. In addition, because there were only three deaf/blind youth from medium-size or smaller districts, who had large weights, they were removed from the sample to increase the effective sample size. Thus, NLTS results do not represent the very small number of deaf/blind students in medium-size or smaller LEAs.

- The resulting weights were adjusted so that each disability category exhibited the appropriate income distribution estimated in step 1 above. These adjustments were of modest magnitude (relative to the range of weights within handicapping condition); the weights of the poorest respondents were multiplied by a factor of approximately 1.6 and the weights of the wealthiest respondents were multiplied by a factor of approximately .7.

Estimation of Standard Errors

The tables in the "Descriptive Results" section present data for the full sample of youth with disabilities and for important subgroups, as defined at the beginning of that section. Most of the variables presented in the tables are reported as percentages of youth in the full sample or in the subgroups. In some cases, rather than percentages, the figures refer to means, such as the mean wage earned by employed youth or the mean number of students enrolled in schools attended by youth. Percentages and means are weighted to represent the national population of youth with disabilities and youth in each disability category. However, the percentages and means are only estimates of the actual percentages and means that would be obtained if all youth with disabilities were included in the study. These estimates vary in how closely they approximate the true measures that would be derived from a study of all youth. To aid the reader in determining the precision of the estimates, for each percentage and mean the tables present the approximate standard error and the unweighted number of cases on which the statistic is based.

To determine the precision of a particular percentage or mean, the reader can construct a confidence interval for the estimate by multiplying the standard error by 1.96. The result is the range around the estimate within which the true measure would be found 95 out of 100 times. For example, the NLTS estimates that 88.8% of youth with disabilities attended a comprehensive secondary school during their most recent year in school. The standard error of that estimate, .9, is multiplied by 1.96, letting us assume with 95% confidence that the true rate of attendance at comprehensive secondary schools falls within a range of ±1.8 percentage points, or 87% to 90.6%.

Readers may also want to compare percentages or means for different subgroups to determine, for example, whether the difference in employment rates for males and females with visual impairments is statistically significant. To calculate whether the difference between percentages is statistically significant with 95% confidence (often denoted as $p<.05$), the squared difference between the two percentages of interest is divided by the sum of the two squared standard errors. If this product is larger than 3.84, the difference is significant. Presented as a formula, a difference in percentages is statistically significant at the .05 level if:

$$\frac{(P_1 - P_2)^2}{SE_1^{\,2} + SE_2^{\,2}} > 1.96^2$$

where P_1 and SE_1 are the first percentage and its standard error and P_2 and SE_2 are the second percentage and its standard error.

The standard errors for the NLTS were computed using procedures that differ from standard calculation routines. Such routines assume a simple random sample. However, the NLTS used a stratified cluster sample design, which introduces design effects that reduce the precision of estimates for a sample of a given size, compared with a simple random sample. The design effects within the NLTS affect the precision of estimates to varying degrees for different subpopulations and different variables. Pseudo-replication is widely accepted as a variance estimation technique in the presence of design effects. However, it is not cost-effective for estimating the standard errors of the thousands of variables and subpopulations tabulated in the 10 volumes of the statistical almanacs. Therefore, pseudo-replication was conducted on a limited number of variables to calibrate an approximation formula that is cost- effective for purposes of the almanacs, using the following procedures:

- A set of 25 variables representing the parent interview, school program survey, and record abstract was identified for the purpose of developing a statistical approximation formula; these included 16 nominal variables and 9 continuous variables.
- Standard errors of the weighted means of the selected variables were estimated in two ways. The first procedure involved pseudo- replication. For each variable,

standard errors were calculated for students in each handicap category and for the total sample (300 standard errors) using a partially balanced experimental design specifying how students were to be allocated to 16 half-samples. The sample was split on the basis of the school districts and special schools from which youth were originally sampled. Districts and schools were paired on the basis of enrollment and a measure of poverty, and one member of each pair was assigned to each half-sample. Sample weights for students were computed for each half-sample as if those in the half-sample were the only study participants.

The following formula was used to estimate the standard error of the mean for students in all conditions:

$$\text{Standard error} = [(1/16)\ \Sigma_i\ (M_i - M)^2]^{1/2}$$

where M_i is the mean calculated for students in one of the 16 half- samples), M is the mean response calculated from the full sample, and the summation extends over all 16 half-samples. (Note that responses to questions from the school program survey were attached to the records of students in the responding schools so that means for these items were computed using student weights.)

- The second estimation procedure involved an approximation formula based on an estimate of the effective sample size for each handicap category and the total sample. The sampling efficiency (E) for a group was calculated using the following formula:

  $$E = M_w^2/(M_w^2 + S_w^2)$$

  where M_w and S_w are the mean and standard deviation of the student weights over all members of the group. The approximation formula for the standard error of the weighted mean of nominal variables is:

  $$\text{Standard error} = [P(1-P)/(E \times N)]^{1/2}$$

  where P is the full-sample weighted proportion of "yes" responses to a particular question in the group, N is the unweighted number of "yes" or "no" responses to the question in the group, and E is the sampling efficiency of the group. The approximation formula for the standard error of the mean of a continuous variable is:

  $$\text{Standard error} = [S^2/(N \times E)]^{1/2}$$

  where S^2 is the variance of responses in the group for the continuous variable (computed with frequencies equal to full-sample weights) and N is the unweighted number of respondents to the question in the group. These formulas were used to compute a total of 300 standard errors for the same variables and groups addressed using pseudo-replication.

- To assess the accuracy of the standard errors produced by these formulas, we used scatter plots to compare them with standard errors produced using pseudo-replication. For both nominal and continuous variables, the approximate best fit was a 45 degree line. That is, on average, the formula based on estimates of effective sample size neither systematically overestimated nor underestimated the standard error obtained using pseudo-replication, arguing for use of the more cost-effective estimation formulas. However, because error remains in the estimates that might result in underestimating the true standard errors in some instances, we took a conservative approach and multiplied the standard errors produced using the estimation formulas by 1.25. The vast majority of the standard errors so obtained were larger than the standard errors obtained by pseudo-replication. Thus, the standard errors included in the almanacs were calculated using the effective sample size estimation formulas and increased by a factor of 1.25.

Caveats to Users of the Data

To minimize the potential that data in the statistical almanacs will be misinterpreted, the user should keep in mind the following considerations.

- ***Estimation of Sampling Errors.*** The data tables contain approximate standard errors for means and percentages; the previous section instructs users in how to use them to calculate confidence intervals and to determine whether differences between estimates are statistically significant. Users should interpret data in light of the standard errors. Percentages or means based on subgroups with relatively few cases have a considerably greater margin of error than those based on larger subgroups.

- ***Subgroup Definitions.*** The "Descriptive Results" section begins with a definition of the subgroups for which data are reported. Users should be clear about the definition of these groups to avoid misinterpreting the brief labels contained in the tables. Of particular note are the subgroups based on the youth's designated disability. Assignment to a disability category is based on the primary disability designated by the youth's school or district in the 1985-86 school year. Category definitions, assessment methods, and rules of thumb for categorizing students vary widely between states and often between school districts within states. NLTS data should not be interpreted as describing youth who truly had a particular disability, but rather as describing youth who were categorized as having that disability by their school or district. Further, youth who had been institutionalized more than a year are included in the base on which statistics are calculated only for Tables 1, 3, 4, 8, 28 through 35, and 38; they are excluded from other tables because of the skip logic of the interview.

- ***Sources of Data and Data Reliability.*** Each table indicates the source of the data reported in it (e.g., parent interview, school records). The confidence the user places in the data should be based in part on a recognition of their source. The accuracy of parent reports about their adolescent or adult children may vary depending on the subject of an item. For example, parents were expected to be quite accurate reporters of data on family characteristics, but to be less aware of--and, therefore, report less accurately on--the kinds of services their children were provided in school or by other agencies. When two sources of data were available for a given item (e.g., parent reports and school record indications of whether the youth graduated or dropped out), consistency checks were performed. For many variables, a high level of agreement was found; for other items, larger discrepancies were noted. Appendix A presents decision rules used to resolve such discrepancies. However, for most items, only one source of data was available, making it impossible to verify the accuracy of the responses. Specific data items potentially subject to bias are discussed in Appendix A.

- ***Items of a Sensitive Nature.*** A few items in the parent interview asked parents to report what they might consider negative behaviors on the part of their children, such as whether the youth had ever been arrested or been fired from a job. The tendency for respondents to give socially acceptable answers to such items raises the question of the accuracy of parent reports for sensitive items. Although there is no objective validation of responses available to the NLTS, several factors suggest that parent reports produced generally valid data for these items: a low level of nonresponse to such items; a reasonably large number of respondents reporting negative behaviors (e.g., parents of 21% of youth who had been out of school 1 to 2 years indicated the youth had been arrested; 32% of exiters from secondary school were reported to have dropped out of school); and strong evidence of construct validity based on observed relationships among variables.

- ***Missing Data***. Missing data result from item nonresponse, the absence of the whole instrument from which an item was taken, or a logical skip of an item because it was inappropriate to a particular respondent (e.g., some items were asked only of parents of youth with particular kinds of disabilities). Missing data of all kinds were eliminated from calculations of percentages and means. Hence, the reported percentages and means are based on those for whom the question was appropriate and who answered the question. The approximate standard errors increase as the sample size decreases, drawing the user's attention to statistics that are based on particularly small samples.

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TITLES IN THE NLTS STATISTICAL ALMANAC SERIES

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 1: Overview.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 2: Youth Categorized as Learning Disabled.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 3: Youth Categorized as Emotionally Disturbed.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 4: Youth Categorized as Speech Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 5: Youth Categorized as Mentally Retarded.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 6: Youth Categorized as Visually Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 7: Youth Categorized as Hearing Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 8: Youth Categorized as Orthopedically Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 9: Youth Categorized as Other Health Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 10: Youth Categorized as Multiply Handicapped.

DESCRIPTIVE RESULTS

This section of the statistical almanac presents data related to special education students categorized by the school or district they attended in the 1985-86 school year as having visual impairments. This category is defined as youth having a visual impairment that, even with correction, adversely affects educational performance, including students who are partially sighted or completely blind. The tables describe:

- Youths' individual and household characteristics
- Characteristics of students' schools and educational programs
- Programs available to secondary students with disabilities
- Services received by youth with disabilities
- Youth outcomes.

Each table in the volume has three parts. Part A presents data for the appropriate full sample of youth categorized as having visual impairments and for youth with visual impairments in the following subgroups:

- ***Community.*** The type of community in which the youth last attended secondary school, based on Department of Commerce definitions of metropolitan statistical areas (MSAs), is described as urban (central city within an MSA), suburban (area surrounding a central city with an MSA), or rural (areas outside MSAs).

- ***Gender.*** Youth are distinguished as male or female on the basis of parent reports, school rosters, or, in the absence of these sources, inference from the student's name (for a minimal number of cases).

- ***Age in 1987.*** Youth are categorized by age as 15 or 16, 17 or 18, or 19 or older on the basis of birthdates provided by schools or parents.

- ***School status.*** Using parent and school reports[*], youth are categorized as:

    - ***In-school.*** Enrolled in secondary school in the 1985-86 school year and still enrolled in secondary school at the time of the parent interview.

    - ***Out 1 Year or Less.*** Enrolled in secondary school in the 1985-86 school year, and enrolled in secondary school at some time in the year before the parent interview, but no longer enrolled at the time of the interview. These youth include dropouts and completers of the 1986-87 school year.

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[*] See Appendix A for more detailed information on construction of the school status variable.

  - ***Out 1 to 2 Years.*** Enrolled in secondary school in the 1985-86 school year, not enrolled in secondary school at the time of the parent interview, and not enrolled at any time in the year before the interview. These youth include dropouts and completers of the 1985-86 school year.

Part B presents data for youth with visual impairments in the following subgroups:

- ***School attended.*** Using school reports, youth are distinguished as to whether in their most recent year in secondary school (the 1986-87 or 1985-86 school year) they attended a special school serving only youth with disabilities or a regular school that also served students not classified as having a disability. Regular schools include comprehensive secondary schools (i.e., middle schools and high schools), as well as a small number of magnet, alternative, and vocational secondary schools.

- ***Severity***--Students are distinguished as being partially sighted or completely blind, based on parent or school reports.

Part C of each table presents data for the following subgroups:

- ***Household Income.*** Youth are distinguished as to whether parents reported the annual 1986 household income before taxes as less than $12,000, $12,000 to $24,999, or $25,000 or more.

- ***Ethnicity***. Using parent reports, youth are categorized as Black, White, or Hispanic. Youth from other ethnic backgrounds (e.g., Asian, Alaskan native) are too few to distinguish as a separate category.

- ***Head of household education***. Using parent reports, youth are distinguished according to whether the head of household did not complete high school, was a high school graduate with no college training, or had some college education or a college or graduate degree.

Note that many items in the almanacs permitted more than one response so that percentages often will not add to 100%. Sample sizes vary among tables for the same group because of differing response rates for items taken from different instruments. Also, the sample sizes for subgroups may not sum to the sample size in the total column because of missing values for the variables used to define the subgroups. Some items refer only to specific subgroups (e.g., grade point average for students receiving grades). Appendix B contains data tables that present the size of these subgroups (e.g., the weighted percentage and unweighted number of students who received grades) Statistics based on subgroups of fewer than 15 respondents are omitted. Standard errors are in parentheses.

Statistical Tables

Table 1A: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

Characteristics of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of youth:												
15 or 16 years old	29.4	28.0	37.1	35.2	29.3	29.8	100	0.0	0.0	43.0	2.7	4.1
	(2.8)	(4.2)	(6.8)	(11.1)	(3.6)	(4.5)	(0.0)	(0.0)	(0.0)	(4.0)	(2.2)	(2.8)
17 or 18 years old	37.7	40.0	40.5	46.1	36.4	37.9	0.0	100	0.0	46.2	31.4	8.6
	(3.0)	(4.6)	(6.9)	(11.6)	(3.8)	(4.8)	(0.0)	(0.0)	(0.0)	(4.0)	(6.3)	(3.9)
19 to 21 years old	28.8	29.0	22.0	18.7	29.8	27.4	0.0	0.0	86.1	10.2	60.8	66.7
	(2.8)	(4.3)	(5.9)	(9.0)	(3.6)	(4.4)	(0.0)	(0.0)	(3.2)	(2.4)	(6.6)	(6.5)
More than 21 years old	4.7	3.0	0.5	0.0	4.5	4.9	0.0	0.0	13.9	0.6	5.1	20.6
	(1.3)	(1.6)	(1.0)	(0.0)	(1.6)	(2.1)	(0.0)	(0.0)	(3.2)	(0.6)	(3.0)	(5.6)
Number of respondents	875	259	155	48	500	372	244	316	315	562	157	148
Average age	17.8	17.7	17.3	17.0	17.8	17.8	15.6	17.5	20.1	16.8	19.0	20.0
	(0.1)	(0.2)	(0.2)	(0.3)	(0.2)	(0.2)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.3)
Number of respondents	875	259	155	48	500	372	244	316	315	562	157	148
Percentage who were male	55.6	59.4	52.7	51.4	100	0.0	55.2	54.6	57.1	55.9	54.9	54.9
	(3.1)	(4.6)	(7.1)	(11.6)	(0.0)	(0.0)	(6.1)	(5.3)	(4.7)	(4.0)	(6.8)	(6.9)
Number of respondents	872	259	155	48	500	372	244	315	313	560	156	148
Percentage who were:												
Black, not Hispanic	25.9	44.8	11.5	15.8	25.9	26.0	24.3	23.3	30.2	25.1	23.4	32.5
	(2.9)	(4.8)	(4.6)	(8.8)	(3.7)	(4.6)	(5.5)	(4.9)	(4.5)	(3.6)	(6.2)	(7.2)
White, not Hispanic	63.6	35.4	79.4	80.1	64.8	62.0	63.9	65.2	61.4	63.1	68.4	60.2
	(3.2)	(4.6)	(5.9)	(9.6)	(4.0)	(5.1)	(6.2)	(5.5)	(4.8)	(4.0)	(6.8)	(7.5)
Hispanic	8.1	18.1	2.1	4.1	7.8	8.6	7.7	9.0	7.5	9.0	6.1	6.5
	(1.8)	(3.7)	(2.1)	(4.8)	(2.2)	(3.0)	(3.4)	(3.3)	(2.6)	(2.4)	(3.5)	(3.8)
American Indian/Alaskan Native	0.4	0.4	0.6	0.0	0.7	0.0	0.5	0.4	0.3	0.3	0.3	0.7
	(0.4)	(0.6)	(1.1)	(0.0)	(0.7)	(0.0)	(0.9)	(0.7)	(0.6)	(0.5)	(0.8)	(1.3)
Asian/Pacific Islander	1.5	0.7	5.3	0.0	0.9	2.3	3.2	1.5	0.0	2.1	0.4	0.0
	(0.8)	(0.8)	(3.2)	(0.0)	(0.8)	(1.6)	(2.3)	(1.4)	(0.0)	(1.2)	(0.9)	(0.0)
Other	0.5	0.7	1.3	0.0	0.0	1.1	0.5	0.5	0.6	0.4	1.5	0.0
	(0.5)	(0.8)	(1.6)	(0.0)	(0.0)	(1.1)	(0.9)	(0.8)	(0.7)	(0.5)	(1.8)	(0.0)
Number of respondents	755	236	144	45	435	320	209	269	277	502	134	119
Percentage who spoke at home:												
English	94.6	91.7	98.1	100	94.1	95.3	92.8	96.4	94.2	93.8	99.3	93.1
	(1.5)	(2.7)	(2.1)	(0.0)	(1.9)	(2.3)	(3.3)	(2.2)	(2.3)	(2.0)	(1.3)	(3.9)
Another spoken language	3.1	6.3	1.4	0.0	3.0	3.2	3.9	2.9	2.6	3.6	0.0	4.1
	(1.1)	(2.4)	(1.8)	(0 [illegible]	(1.4)	(1.9)	(2.4)	(2.0)	(1.6)	(1.6)	(0.0)	(3.1)
No spoken language	2.3	2.0	0.5	[illegible]	[illegible].9	1.5	3.3	0.7	3.3	2.6	0.7	2.8
	(1.0)	(1.4)	(1.1)	([illegible]	[illegible]1)	(1.3)	(2.2)	(1.0)	(1.8)	(1.3)	(1.3)	(2.5)
Number of respondents	748	234	137	[illegible]	[illegible]	316	206	266	276	499	131	118

Source: Parent interviews.

Table 1B: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

Characteristics of Youth	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Percentage of youth:				
15 or 16 years old	34.2	22.0	30.9	21.1
	(4.0)	(4.2)	(4.3)	(4.8)
17 or 18 years old	40.6	33.4	43.3	38.4
	(4.1)	(4.8)	(4.6)	(5.7)
19 to 21 years old	24.2	35.0	24.5	33.3
	(3.6)	(4.9)	(4.0)	(5.5)
More than 21 years old	1.1	9.6	1.3	7.3
	(0.9)	(3.0)	(1.1)	(3.1)
Number of respondents	439	360	360	287
Average age	17.3	18.4	17.4	18.2
	(0.1)	(0.2)	(0.2)	(0.2)
Number of respondents	439	360	360	287
Percentage who were male	53.7	58.6	56.4	53.6
	(4.2)	(5.0)	(4.6)	(5.9)
Number of respondents	439	357	359	285
Percentage who were:				
Black, not Hispanic	26.4	19.8	27.5	17.0
	(3.9)	(4.6)	(4.5)	(4.8)
White, not Hispanic	60.9	75.7	61.8	73.3
	(4.3)	(4.9)	(4.9)	(5.7)
Hispanic	9.1	3.6	8.0	6.7
	(2.5)	(2.1)	(2.8)	(3.2)
American Indian/Alaskan Native	0.4	0.5	0.0	1.3
	(0.5)	(0.8)	(0.0)	(1.4)
Asian/Pacific Islander	2.3	0.3	2.0	1.5
	(1.3)	(0.7)	(1.4)	(1.6)
Other	0.8	0.0	0.8	0.2
	(0.8)	(0.0)	(0.9)	(0.6)
Number of respondents	390	293	297	248
Percentage who spoke at home:				
English	95.9	92.5	96.6	98.1
	(1.8)	(3.0)	(1.8)	(1.8)
Another spoken language	3.6	1.2	3.4	0.6
	(1.6)	(1.3)	(1.8)	(1.0)
No spoken language	0.5	6.3	0.0	1.3
	(0.6)	(2.8)	(0.0)	(1.4)
Number of respondents	381	294	289	249

Source: Parent interviews.

Table 1C: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

Characteristics of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of youth:									
15 or 16 years old	25.5	25.3	32.5	26.4	28.3	26.6	24.3	24.9	35.7
	(5.9)	(5.6)	(4.9)	(4.5)	(4.1)	(7.4)	(4.9)	(5.3)	(5.3)
17 or 18 years old	42.3	39.2	36.7	34.3	39.1	42.3	38.8	44.6	30.2
	(6.7)	(6.3)	(5.1)	(4.9)	(4.5)	(8.3)	(5.6)	(6.1)	(5.1)
19 to 21 years old	29.0	31.3	27.7	33.6	28.6	27.3	33.2	27.3	27.2
	(6.2)	(6.0)	(4.7)	(4.8)	(4.1)	(7.4)	(5.4)	(5.5)	(4.9)
More than 21 years old	3.2	4.2	3.0	5.7	4.0	3.9	3.7	3.2	6.9
	(2.4)	(2.6)	(1.8)	(2.4)	(1.8)	(3.2)	(2.2)	(2.2)	(2.8)
Number of respondents	164	197	285	212	452	72	232	240	250
Average age	17.7	17.9	17.5	18.0	17.7	17.8	17.8	17.7	17.8
	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)
Number of respondents	164	197	285	212	452	72	232	240	250
Percentage who were male	60.8	48.9	58.2	55.8	57.0	53.3	55.9	52.7	58.6
	(6.6)	(6.4)	(5.2)	(5.1)	(4.5)	(8.3)	(5.7)	(6.2)	(5.5)
Number of respondents	164	197	285	212	452	72	232	240	250
Percentage who were:									
Black, not Hispanic	41.9	26.8	11.1	100	0.0	0.0	33.4	25.8	17.2
	(6.7)	(5.7)	(3.3)	(0.0)	(0.0)	(0.0)	(5.4)	(5.4)	(4.2)
White, not Hispanic	44.8	60.2	83.3	0.0	100	0.0	50.3	67.8	75.5
	(6.8)	(6.3)	(3.9)	(0.0)	(0.0)	(0.0)	(5.7)	(5.8)	(4.8)
Hispanic	11.3	8.9	4.1	0.0	0.0	100	14.5	4.6	3.8
	(4.3)	(3.7)	(2.1)	(0.0)	(0.0)	(0.0)	(4.0)	(2.6)	(2.1)
American Indian/Alaskan Native	0.4	0.9	0.2	0.0	0.0	0.0	0.3	0.9	0.0
	(0.9)	(1.2)	(0.4)	(0.0)	(0.0)	(0.0)	(0.6)	(1.2)	(0.0)
Asian/Pacific Islander	1.2	3.2	0.8	0.0	0.0	0.0	1.0	0.9	3.0
	(1.5)	(2.3)	(1.0)	(0.0)	(0.0)	(0.0)	(1.2)	(1.2)	(1.9)
Other	0.5	0.0	0.5	0.0	0.0	0.0	0.4	0.0	0.5
	(0.9)	(0.0)	(0.7)	(0.0)	(0.0)	(0.0)	(0.7)	(0.0)	(0.8)
Number of respondents	163	196	284	212	452	72	231	239	249
Percentage who spoke at home:									
English	92.8	95.8	95.9	98.0	97.0	70.3	93.1	97.1	94.8
	(3.5)	(2.6)	(2.1)	(1.5)	(1.6)	(7.7)	(2.9)	(2.1)	(2.5)
Another spoken language	6.1	3.0	0.5	0.0	0.4	28.4	6.1	1.9	1.1
	(3.3)	(2.2)	(0.7)	(0.0)	(0.6)	(7.6)	(2.8)	(1.7)	(1.2)
No spoken language	1.1	1.2	3.6	2.0	2.6	1.3	0.8	1.0	4.1
	(1.4)	(1.4)	(2.0)	(1.5)	(1.5)	(1.9)	(1.0)	(1.3)	(2.2)
Number of respondents	164	196	285	210	445	71	231	240	250

Source: Parent interviews.

Table 2A: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Characteristics of Households	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in households with:												
A single parent	36.8	49.1	16.4	30.1	42.0	30.2	27.6	39.4	41.9	36.0	36.2	42.0
	(3.3)	(5.0)	(5.8)	(11.5)	(4.2)	(5.1)	(5.6)	(5.9)	(5.1)	(4.0)	(7.6)	(8.3)
Neither natural parent	5.2	4.5	9.0	5.9	5.3	5.1	8.7	3.0	4.8	5.5	3.4	5.7
	(1.5)	(2.1)	(4.4)	(5.9)	(1.9)	(2.5)	(3.7)	(2.0)	(2.3)	(1.9)	(2.9)	(4.0)
Other disabled children	17.2	23.1	26.3	0.7	20.3	13.4	20.0	14.1	18.6	18.1	16.1	14.6
	(2.6)	(4.2)	(6.9)	(2.1)	(3.4)	(3.7)	(5.1)	(4.2)	(4.0)	(3.2)	(5.8)	(5.8)
Disabled head of household	12.2	14.5	14.0	5.6	11.7	12.8	10.7	10.6	15.1	10.4	14.8	17.4
	(2.2)	(3.5)	(5.4)	(5.7)	(2.7)	(3.6)	(3.9)	(3.7)	(3.7)	(2.6)	(5.5)	(6.2)
Number of respondents	699	220	129	42	407	292	197	255	247	479	120	99
Average number of children in household	2.5	2.6	2.7	2.3	2.6	2.4	2.8	2.4	2.4	2.5	2.5	2.5
	(0.1)	(0.2)	(0.2)	(0.3)	(0.1)	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)	(0.2)	(0.3)
Number of respondents	719	225	130	42	418	301	205	256	258	494	120	105
Percentage with head of household with highest education being:												
Some high school	36.6	46.1	26.3	21.9	36.8	36.4	31.9	37.3	39.8	35.5	35.5	43.2
	(3.3)	(5.0)	(6.8)	(10.2)	(4.1)	(5.3)	(5.9)	(5.8)	(5.0)	(4.0)	(7.4)	(8.2)
High school diploma	33.0	27.8	32.7	57.3	31.3	35.2	29.4	38.6	29.7	33.7	38.4	23.7
	(3.2)	(4.5)	(7.3)	(12.2)	(3.9)	(5.2)	(5.8)	(5.8)	(4.7)	(4.0)	(7.5)	(7.0)
Some college or 2-year degree	15.7	15.2	19.1	7.8	18.1	12.8	20.2	10.9	17.4	15.6	17.6	14.3
	(2.5)	(3.6)	(6.1)	(6.6)	(3.2)	(3.7)	(5.1)	(3.7)	(3.9)	(3.0)	(5.9)	(5.8)
4-year college degree or more	14.6	10.9	22.0	13.1	13.9	15.6	18.6	13.1	13.1	15.2	8.4	18.9
	(2.4)	(3.1)	(6.4)	(8.3)	(2.9)	(4.0)	(4.9)	(4.0)	(3.5)	(3.0)	(4.3)	(6.5)
Number of respondents	722	224	132	43	418	304	204	257	261	492	124	106

Source: Parent interviews.

Table 28: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

Characteristics of Households	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Percentage in households with:				
A single parent	33.2	38.3	37.1	32.5
	(4.3)	(5.7)	(5.0)	(6.1)
Neither natural parent	6.3	3.8	6.5	4.7
	(2.2)	(2.3)	(2.6)	(2.8)
Other disabled children	18.5	14.7	19.2	10.3
	(3.5)	(4.2)	(4.1)	(4.0)
Disabled head of household	13.1	10.9	14.1	12.0
	(3.0)	(3.7)	(3.6)	(4.2)
Number of respondents	364	283	273	241
Average number of children in household	2.5	2.4	2.6	2.3
	(0.1)	(0.2)	(0.2)	(0.2)
Number of respondents	366	284	280	241
Percentage with head of household with highest education being:				
Some high school	34.5	38.4	37.4	37.1
	(4.3)	(5.7)	(5.0)	(6.3)
High school diploma	34.1	30.5	35.7	31.3
	(4.3)	(5.4)	(4.9)	(6.1)
Some college or 2-year degree	15.7	17.1	13.3	16.7
	(3.3)	(4.4)	(3.5)	(4.9)
4-year college degree or more	15.7	14.0	13.7	14.9
	(3.3)	(4.1)	(3.5)	(4.6)
Number of respondents	368	286	283	241

Source: Parent interviews.

Table 2C: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Characteristics of Households	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in households with:									
A single parent	67.5	31.5	14.3	68.1	24.0	33.6	46.6	32.1	28.8
	(6.4)	(6.0)	(3.7)	(4.9)	(4.1)	(8.2)	(5.8)	(5.8)	(5.1)
Neither natural parent	3.4	4.9	4.6	3.7	4.8	4.7	3.3	3.5	8.2
	(2.6)	(2.9)	(2.2)	(2.1)	(2.0)	(3.7)	(2.1)	(2.3)	(3.2)
Other disabled children	16.1	18.9	16.6	16.6	18.0	16.9	17.5	15.2	19.3
	(5.0)	(5.1)	(4.0)	(3.9)	(3.6)	(6.5)	(4.4)	(4.5)	(4.4)
Disabled head of household	19.3	12.7	4.7	15.8	11.3	8.2	20.7	7.7	6.9
	(5.3)	(4.3)	(2.2)	(3.8)	(3.0)	(4.7)	(4.6)	(3.3)	(2.8)
Number of respondents	153	187	278	183	425	66	218	234	236
Average number of children in household	2.5	2.7	2.4	2.7	2.3	3.1	2.6	2.5	2.5
	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)	(0.4)	(0.2)	(0.2)	(0.2)
Number of respondents	164	196	281	205	426	68	229	238	247
Percentage with head of household with highest education being:									
Some high school	59.9	42.4	10.2	47.3	29.1	66.7	100	0.0	0.0
	(6.6)	(6.4)	(3.2)	(5.2)	(4.3)	(8.3)	(0.0)	(0.0)	(0.0)
High school diploma	28.1	38.5	36.1	32.5	34.9	18.8	0.0	100	0.0
	(6.1)	(6.3)	(5.1)	(4.9)	(4.5)	(6.9)	(0.0)	(0.0)	(0.0)
Some college or 2-year degree	9.2	15.0	23.6	15.7	15.7	7.6	0.0	0.0	51.8
	(3.9)	(4.6)	(4.5)	(3.8)	(3.4)	(4.7)	(0.0)	(0.0)	(5.5)
4-year college degree or more	2.7	4.1	30.0	4.4	20.3	7.0	0.0	0.0	48.2
	(2.2)	(2.5)	(4.8)	(2.1)	(3.8)	(4.5)	(0.0)	(0.0)	(5.5)
Number of respondents	164	197	285	203	433	66	232	240	250

Source: Parent interviews.

Table 2A: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Characteristics of Households	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in household with 1986 annual income:												
Less than $12,000	34.1	44.6	21.7	14.1	36.8	30.6	31.3	36.3	33.7	37.6	24.4	28.2
	(3.4)	(5.4)	(6.8)	(9.2)	(4.3)	(5.4)	(6.0)	(6.2)	(5.2)	(4.3)	(7.3)	(7.6)
$12,000 to $24,999	32.3	29.0	27.4	42.8	28.0	37.8	29.5	31.9	35.1	29.2	35.2	43.6
	(3.4)	(5.0)	(7.4)	(13.0)	(4.0)	(5.7)	(5.9)	(6.0)	(5.3)	(4.0)	(8.1)	(8.4)
$25,000 to $37,999	20.2	18.3	27.1	24.5	21.7	18.4	24.2	18.4	19.1	19.2	26.6	18.1
	(2.9)	(4.2)	(7.3)	(11.3)	(3.7)	(4.5)	(5.5)	(5.0)	(4.3)	(3.5)	(7.5)	(6.5)
$38,000 to $50,000	7.3	5.3	10.2	14.6	5.6	9.5	8.1	9.2	4.4	7.8	9.4	2.7
	(1.9)	(2.4)	(5.0)	(9.3)	(2.1)	(3.4)	(3.5)	(3.7)	(2.3)	(2.4)	(4.9)	(2.8)
More than $50,000	6.1	2.8	13.6	4.0	7.9	3.7	6.9	4.2	7.7	6.2	4.5	7.5
	(1.7)	(1.8)	(5.7)	(5.2)	(2.4)	(2.2)	(3.3)	(2.6)	(2.9)	(2.1)	(3.5)	(4.5)
Number of respondents	639	193	119	39	371	268	183	231	225	436	108	95
Percentage in households that received:												
Social Security Disability Income	13.0	14.4	17.0	7.8	13.2	12.7	9.5	12.5	16.4	12.3	15.5	13.3
	(2.3)	(3.6)	(5.8)	(6.6)	(2.9)	(3.7)	(3.9)	(3.9)	(3.9)	(2.8)	(5.5)	(5.6)
Social Security survivors benefits	7.5	7.7	7.6	4.5	10.0	4.4	3.1	8.4	10.1	6.7	10.1	8.0
	(1.8)	(2.7)	(4.1)	(5.1)	(2.6)	(2.2)	(2.3)	(3.3)	(3.1)	(2.2)	(4.6)	(4.5)
Supplemental Security Income	36.6	40.1	21.3	24.5	40.8	31.4	25.1	31.0	52.3	32.9	48.3	40.3
	(3.3)	(5.0)	(6.3)	(10.5)	(4.2)	(5.1)	(5.8)	(5.5)	(5.2)	(4.0)	(7.7)	(8.0)
Medicaid or equivalent	31.1	33.8	18.2	24.7	29.6	33.0	22.0	26.8	43.6	29.0	30.5	41.7
	(3.2)	(4.8)	(5.9)	(10.6)	(3.9)	(5.2)	(5.5)	(5.3)	(5.2)	(3.9)	(7.1)	(8.1)
Aid to Families with Dependent Children	10.2	17.9	7.5	6.0	10.4	10.0	10.6	11.2	8.8	11.4	7.4	7.7
	(2.1)	(3.9)	(4.1)	(5.9)	(2.6)	(3.3)	(4.1)	(3.7)	(2.9)	(2.7)	(4.0)	(4.4)
Public assistance	9.8	18.8	6.8	9.5	9.1	10.6	9.0	11.1	8.9	11.2	3.9	9.7
	(2.0)	(4.0)	(3.9)	(7.2)	(2.5)	(3.4)	(3.9)	(3.7)	(3.0)	(2.7)	(3.0)	(4.9)
Food stamps	18.9	26.7	8.6	16.4	21.3	15.8	14.1	24.5	16.4	20.0	14.4	18.3
	(2.7)	(4.5)	(4.3)	(9.1)	(3.5)	(4.0)	(4.7)	(5.1)	(3.8)	(3.4)	(5.4)	(6.4)
Other benefits	8.1	4.4	7.1	8.8	6.4	10.3	9.6	9.7	5.1	8.7	5.0	9.0
	(1.9)	(2.1)	(4.0)	(6.9)	(2.1)	(3.3)	(3.9)	(3.5)	(2.3)	(2.4)	(3.3)	(4.7)
None of these benefits	43.0	40.1	58.5	57.0	42.8	43.2	54.1	49.5	26.5	46.9	36.1	32.7
	(3.4)	(4.9)	(7.5)	(12.1)	(4.2)	(5.4)	(6.6)	(5.9)	(4.5)	(4.3)	(7.3)	(7.6)
Number of respondents	714	223	131	42	411	303	202	254	256	486	123	103

Source: Parent interviews.

Table 28: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

Characteristics of Households	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Percentage in household with 1986 annual income:				
Less than $12,000	29.5	40.7	31.9	33.1
	(4.4)	(5.9)	(5.1)	(6.5)
$12,000 to $24,999	31.0	33.9	31.9	38.4
	(4.5)	(5.7)	(5.1)	(6.7)
$25,000 to $37,999	23.0	16.5	22.5	15.1
	(4.1)	(4.5)	(4.5)	(4.9)
$38,000 to $50,000	9.7	4.2	8.9	5.8
	(2.9)	(2.4)	(3.1)	(3.2)
More than $50,000	6.8	4.6	4.7	7.7
	(2.5)	(2.5)	(2.3)	(3.7)
Number of respondents	324	253	254	221
Percentage in households that received:				
Social Security Disability Income	13.1	12.1	10.3	14.9
	(3.1)	(3.8)	(3.2)	(4.6)
Social Security survivors benefits	6.3	7.6	7.6	8.3
	(2.2)	(3.0)	(2.8)	(3.6)
Supplemental Security Income	28.1	54.9	30.0	47.0
	(4.1)	(5.7)	(4.8)	(6.4)
Medicaid or equivalent	25.8	39.0	27.9	37.5
	(4.0)	(5.6)	(4.7)	(6.3)
Aid to Families with Dependent Children	12.3	6.2	12.6	9.8
	(3.0)	(2.8)	(3.5)	(3.8)
Public assistance	12.0	4.7	12.9	8.4
	(3.0)	(2.4)	(3.5)	(3.6)
Food stamps	16.7	22.4	19.6	20.1
	(3.4)	(4.8)	(4.2)	(5.1)
Other benefits	4.9	15.2	6.3	10.6
	(2.0)	(4.1)	(2.6)	(4.0)
None of these benefits	52.3	27.7	50.0	34.9
	(4.5)	(5.1)	(5.3)	(6.1)
Number of respondents	365	279	281	237

Source: Parent interviews.

Table 2C: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

Characteristics of Households	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in household with 1986 annual income:									
Less than $12,000	100	0.0	0.0	53.8	24.4	47.3	54.2	28.1	14.5
	(0.0)	(0.0)	(0.0)	(5.5)	(4.3)	(9.5)	(6.2)	(5.9)	(3.8)
$12,000 to $24,999	0.0	100	0.0	32.2	30.8	35.0	36.4	36.4	21.8
	(0.0)	(0.0)	(0.0)	(5.2)	(4.6)	(9.1)	(6.0)	(6.3)	(4.5)
$25,000 to $37,999	0.0	0.0	60.2	8.2	27.5	9.2	7.3	24.1	32.8
	(0.0)	(0.0)	(5.2)	(3.0)	(4.5)	(5.5)	(3.2)	(5.6)	(5.1)
$38,000 to $50,000	0.0	0.0	21.8	3.5	8.8	7.6	1.6	8.6	13.5
	(0.0)	(0.0)	(4.4)	(2.0)	(2.8)	(5.1)	(1.5)	(3.7)	(3.7)
More than $50,000	0.0	0.0	18.1	2.2	8.5	0.8	0.5	2.8	17.5
	(0.0)	(0.0)	(4.1)	(1.6)	(2.8)	(1.7)	(0.9)	(2.2)	(4.2)
Number of respondents	164	197	278	180	383	57	201	218	220
Percentage in households that received:									
Social Security Disability Income	19.9	14.0	7.1	13.3	13.1	9.1	23.2	8.2	5.4
	(5.4)	(4.5)	(2.7)	(3.6)	(3.2)	(5.0)	(4.8)	(3.4)	(2.5)
Social Security survivors benefits	12.6	5.4	5.7	8.4	6.5	11.8	12.5	4.6	4.8
	(4.5)	(2.9)	(2.4)	(2.9)	(2.3)	(5.7)	(3.8)	(2.6)	(2.4)
Supplemental Security Income	51.9	41.3	16.1	48.1	33.0	28.7	51.8	32.8	23.0
	(6.8)	(6.3)	(3.9)	(5.2)	(4.4)	(8.0)	(5.8)	(5.8)	(4.7)
Medicaid or equivalent	51.1	30.4	11.4	42.1	26.1	36.0	48.5	22.8	19.2
	(6.8)	(5.9)	(3.4)	(5.2)	(4.1)	(8.4)	(5.8)	(5.2)	(4.4)
Aid to Families with Dependent Children	23.7	6.9	0.5	22.8	5.9	4.7	17.9	8.1	3.4
	(5.8)	(3.3)	(0.7)	(4.4)	(2.2)	(3.8)	(4.4)	(3.4)	(2.0)
Public assistance	21.8	7.9	0.7	16.1	6.4	20.6	19.1	6.0	2.8
	(5.6)	(3.5)	(0.9)	(3.9)	(2.3)	(7.1)	(4.6)	(3.0)	(1.8)
Food stamps	44.1	14.9	1.4	34.1	12.5	21.8	30.7	16.3	7.5
	(6.8)	(4.6)	(1.2)	(5.0)	(3.1)	(7.3)	(5.3)	(4.6)	(2.9)
Other benefits	3.6	14.7	4.7	4.1	9.4	4.4	6.8	7.3	10.6
	(2.5)	(4.5)	(2.2)	(2.1)	(2.7)	(3.6)	(2.9)	(3.2)	(3.4)
None of these benefits	17.1	37.9	72.9	30.5	47.7	51.4	22.8	49.2	58.8
	(5.1)	(6.2)	(4.7)	(4.8)	(4.7)	(8.5)	(4.8)	(6.2)	(5.5)
Number of respondents	161	195	284	199	429	64	227	236	247

Source: Parent interviews

Table 3A: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH VISUAL IMPAIRMENTS ATTENDED SECONDARY SCHOOL

Community Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage who attended school in area that was:												
Urban	43.7	100	0.0	0.0	47.0	39.7	37.5	42.1	54.2	41.1	45.2	57.2
	(4.1)	(0.0)	(0.0)	(0.0)	(5.1)	(6.5)	(6.9)	(6.8)	(6.9)	(5.0)	(9.0)	(9.6)
Suburban	33.7	0.0	100	0.0	32.1	35.8	38.3	32.9	29.4	35.0	27.3	36.9
	(3.9)	(0.0)	(0.0)	(0.0)	(4.8)	(6.4)	(6.9)	(6.5)	(6.3)	(4.9)	(8.1)	(9.3)
Rural	22.5	0.0	0.0	100	20.9	24.5	24.2	25.0	16.3	23.9	27.4	6.0
	(3.4)	(0.0)	(0.0)	(0.0)	(4.1)	(5.7)	(6.1)	(6.0)	(5.1)	(4.4)	(8.1)	(4.6)
Number of respondents	462	259	155	48	266	196	162	176	124	320	83	55
Percentage unemployed in county in which youth attended school	7.5	7.1	7.4	9.0	7.4	7.7	7.8	7.5	7.2	7.7	7.1	7.2
	(0.2)	(0.2)	(0.4)	(0.9)	(0.2)	(0.3)	(0.3)	(0.3)	(0.2)	(0.2)	(0.3)	(0.4)
Number of respondents	875	259	155	48	500	372	244	316	315	562	157	148
Average monthly salary for service occupations in county in which youth attended school	1504	1690	1539	1207	1511	1495	1497	1483	1532	1497	1501	1530
	(17.1)	(22.3)	(35.4)	(27.1)	(21.5)	(27.7)	(32.7)	(28.5)	(27.1)	(22.3)	(31.4)	(41.9)
Number of respondents	875	259	155	48	500	372	244	316	315	562	157	148

Source: Bureau of Labor Statistics

Table 3B: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH VISUAL IMPAIRMENTS ATTENDED SECONDARY SCHOOL

	Type of School Attended		Severity of Visual Impairment	
Community Characteristics	Regular School	Special School	Partially Sighted	Blind
Percentage who attended school in area that was:				
Urban	43.2	43.7	41.3	45.3
	(4.2)	(22.3)	(5.7)	(9.2)
Suburban	34.0	20.6	36.3	37.1
	(4.1)	(18.2)	(5.6)	(9.0)
Rural	22.7	35.7	22.5	17.6
	(3.6)	(21.6)	(4.9)	(7.1)
Number of respondents	423	18	213	109
Percentage unemployed in county in which youth attended school	7.7	7.4	7.8	7.3
	(0.3)	(0.2)	(0.3)	(0.3)
Number of respondents	439	360	360	287
Average monthly salary for service occupations in county in which youth attended school	1517	1445	1496	1487
	(24.3)	(22.4)	(24.8)	(31.5)
Number of respondents	439	360	360	287

Source: Bureau of Labor Statistics.

Table 3C: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH VISUAL IMPAIRMENTS ATTENDED SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Community Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who attended school in area that was:									
Urban	54.4	40.0	29.3	72.3	25.4	82.8	60.3	34.7	38.9
	(9.4)	(8.4)	(5.8)	(5.9)	(5.2)	(7.4)	(7.2)	(8.0)	(6.3)
Suburban	25.3	30.5	45.4	14.7	45.2	7.6	25.9	30.7	46.1
	(8.5)	(7.9)	(6.3)	(4.7)	(6.0)	(5.2)	(6.4)	(7.7)	(6.4)
Rural	10.2	29.6	25.3	13.0	29.4	9.6	13.8	34.5	15.0
	(5.9)	(7.8)	(5.5)	(4.4)	(5.5)	(5.8)	(5.0)	(7.9)	(4.6)
Number of respondents	76	99	180	132	223	54	121	129	149
Percentage unemployed in county in which youth attended school	7.7	7.6	7.2	7.8	7.2	8.0	7.3	8.0	7.1
	(0.4)	(0.3)	(0.3)	(0.3)	(0.2)	(0.6)	(0.2)	(0.4)	(0.3)
Number of respondents	164	197	285	212	452	72	232	240	250
Average monthly salary for service occupations in county in which youth attended school	1518	1493	1530	1596	1442	1730	1523	1448	1572
	(38.1)	(37.6)	(27.9)	(28.7)	(22.8)	(47.5)	(30.8)	(36.9)	(26.6)
Number of respondents	164	197	285	212	452	72	232	240	250

Source: Bureau of Labor Statistics.

Table 4A: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

Characteristics of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with an additional disability that was:												
Learning disability	2.5	4.5	1.7	4.3	3.9	0.9	1.9	3.8	1.8	3.0	1.4	2.1
	(1.0)	(2.0)	(1.9)	(4.7)	(1.5)	(0.9)	(1.7)	(2.0)	(1.2)	(1.4)	(1.6)	(2.0)
Emotional disturbance	1.8	0.4	0.0	3.0	2.0	1.6	1.8	1.2	2.6	2.2	0.6	1.5
	(0.8)	(0.6)	(0.0)	(4.0)	(1.1)	(1.2)	(1.6)	(1.1)	(1.5)	(1.2)	(1.1)	(1.7)
Speech impairment	4.8	3.3	3.3	7.4	4.5	5.1	2.7	1.7	10.0	3.6	7.6	6.6
	(1.3)	(1.7)	(2.5)	(6.1)	(1.6)	(2.2)	(2.0)	(1.4)	(2.8)	(1.5)	(3.6)	(3.4)
Mental retardation	11.7	6.9	6.1	13.9	10.5	13.2	6.7	9.6	18.3	11.6	13.6	10.5
	(2.0)	(2.4)	(3.4)	(8.0)	(2.4)	(3.4)	(3.1)	(3.1)	(3.6)	(2.6)	(4.6)	(4.3)
Visual impairment	---	---	---	---	---	---	---	---	---	---	---	---
Hard of hearing	1.7	1.5	1.9	0.0	0.7	3.0	1.7	1.9	1.4	1.4	4.1	0.4
	(0.8)	(1.2)	(1.9)	(0.0)	(0.6)	(1.7)	(1.6)	(1.4)	(1.1)	(0.9)	(2.7)	(0.9)
Deafness	0.4	0.5	0.3	0.0	0.3	0.5	0.0	0.0	1.1	0.4	0.0	0.4
	(0.4)	(0.7)	(0.8)	(0.0)	(0.4)	(0.7)	(0.0)	(0.0)	(1.0)	(0.5)	(0.0)	(0.9)
Orthopedic impairment	6.9	2.8	3.7	10.1	6.2	7.7	3.5	6.6	10.4	6.9	8.9	5.5
	(1.6)	(1.6)	(2.7)	(7.0)	(1.9)	(2.7)	(2.2)	(2.6)	(2.9)	(2.0)	(3.9)	(3.2)
Other health impairment	4.2	2.7	1.6	4.2	2.6	6.2	2.7	4.4	5.3	4.4	4.5	3.5
	(1.2)	(1.5)	(1.8)	(4.6)	(1.3)	(2.4)	(2.0)	(2.2)	(2.1)	(1.6)	(2.8)	(2.6)
Number of respondents	875	259	155	48	500	372	244	316	315	562	157	148
Percentage with parents who said youth began having trouble with disability at:												
Birth	68.9	63.2	75.5	66.2	65.8	72.8	70.2	63.8	73.6	69.1	68.7	67.8
	(3.1)	(4.8)	(6.7)	(11.5)	(4.0)	(4.9)	(5.8)	(5.7)	(4.5)	(3.9)	(7.2)	(7.3)
Under 3 years of age	7.5	8.3	3.2	3.7	10.4	3.9	9.3	8.4	5.1	8.5	4.8	6.0
	(1.8)	(2.7)	(2.8)	(4.6)	(2.5)	(2.1)	(3.7)	(3.3)	(2.3)	(2.4)	(3.3)	(3.7)
3 to 5 years of age	6.9	11.7	6.1	7.4	8.3	5.1	5.3	8.2	6.6	7.2	3.9	8.9
	(1.7)	(3.2)	(3.7)	(6.3)	(2.3)	(2.4)	(2.9)	(3.3)	(2.5)	(2.2)	(3.0)	(4.5)
6 to 12 years of age	13.1	14.3	13.6	17.4	13.6	12.6	14.9	13.6	11.2	12.3	17.2	12.6
	(2.3)	(3.5)	(5.4)	(9.2)	(2.9)	(3.6)	(4.5)	(4.1)	(3.2)	(2.8)	(5.9)	(5.2)
More than 12 years of age	3.6	2.6	1.5	5.3	1.9	5.7	0.3	6.0	3.5	2.9	5.5	4.7
	(1.3)	(1.6)	(1.9)	(5.5)	(1.2)	(2.6)	(0.6)	(2.8)	(1.9)	(1.4)	(3.5)	(3.3)
Number of respondents	719	225	130	44	418	301	199	259	261	483	122	114

Source: Parent interviews and students' school records.

Table 4B: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

Characteristics of Youth	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Percentage with an additional disability that was:				
Learning disability	3.8	0.4	4.5	0.7
	(1.6)	(0.7)	(1.9)	(1.0)
Emotional disturbance	0.9	4.2	2.5	1.3
	(0.8)	(2.0)	(1.5)	(1.3)
Speech impairment	5.0	5.6	2.9	4.9
	(1.8)	(2.3)	(1.6)	(2.5)
Mental retardation	6.4	26.1	9.7	21.1
	(2.1)	(4.5)	(2.8)	(4.8)
Visual impairment	---	---	---	---
Hard of hearing	1.2	3.3	2.3	2.1
	(0.9)	(1.8)	(1.4)	(1.7)
Deafness	0.3	0.5	0.2	0.0
	(0.5)	(0.7)	(0.4)	(0.0)
Orthopedic impairment	5.0	12.5	4.3	6.0
	(1.8)	(3.4)	(1.9)	(2.8)
Other health impairment	3.5	6.5	4.5	4.5
	(1.5)	(2.5)	(1.9)	(2.4)
Number of respondents	439	360	360	287
Percentage with parents who said youth began having trouble with disability at:				
Birth	67.9	71.9	65.2	75.9
	(4.2)	(5.3)	(4.9)	(5.5)
Under 3 years of age	6.0	11.3	7.9	8.9
	(2.1)	(3.7)	(2.8)	(3.7)
3 to 5 years of age	9.2	3.1	6.8	4.9
	(2.6)	(2.0)	(2.6)	(2.8)
6 to 12 years of age	14.1	8.4	18.6	5.3
	(3.1)	(3.3)	(4.0)	(2.9)
More than 12 years of age	2.8	5.3	1.4	5.0
	(1.5)	(2.6)	(1.2)	(2.8)
Number of respondents	369	279	277	245

Source: Parent interviews and students' school records.

Table 4C: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

Characteristics of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with an additional disability that was:									
Learning disability	3.1	0.8	4.9	2.6	2.7	4.6	3.6	2.8	2.0
	(2.4)	(1.1)	(2.3)	(1.6)	(1.5)	(3.5)	(2.1)	(2.0)	(1.5)
Emotional disturbance	1.6	0.8	1.1	0.7	1.5	0.9	1.7	0.7	1.1
	(1.7)	(1.2)	(1.1)	(0.8)	(1.1)	(1.6)	(1.5)	(1.0)	(1.2)
Speech impairment	1.9	5.7	6.3	2.4	5.6	3.0	3.1	6.2	5.1
	(1.9)	(3.0)	(2.6)	(1.6)	(2.1)	(2.9)	(2.0)	(3.0)	(2.4)
Mental retardation	9.6	17.9	7.4	10.1	12.9	8.3	12.8	13.6	9.0
	(4.0)	(4.9)	(2.8)	(3.1)	(3.1)	(4.6)	(3.8)	(4.2)	(3.2)
Visual impairment	---	---	---	---	---	---	---	---	---
Hard of hearing	2.0	2.4	1.6	0.4	2.5	1.1	2.8	0.9	2.2
	(1.9)	(2.0)	(1.3)	(0.7)	(1.4)	(1.7)	(1.9)	(1.2)	(1.6)
Deafness	0.4	0.0	1.0	0.0	0.7	0.0	0.6	0.0	0.8
	(0.9)	(0.0)	(1.1)	(0.0)	(0.7)	(0.0)	(0.9)	(0.0)	(1.0)
Orthopedic impairment	5.0	4.1	7.6	3.6	7.8	3.9	3.4	7.0	9.6
	(2.9)	(2.6)	(2.8)	(1.9)	(2.5)	(3.2)	(2.1)	(3.2)	(3.3)
Other health impairment	4.3	2.4	4.3	3.1	3.4	4.2	2.9	3.1	4.9
	(2.8)	(2.0)	(2.1)	(1.8)	(1.7)	(3.4)	(1.9)	(2.1)	(2.4)
Number of respondents	164	197	285	212	452	72	232	240	250
Percentage with parents who said youth began having trouble with disability at:									
Birth	61.5	76.1	69.1	60.1	73.6	62.7	64.5	73.8	70.5
	(6.7)	(5.5)	(4.9)	(5.2)	(4.1)	(8.2)	(5.6)	(5.5)	(5.1)
Under 3 years of age	13.7	3.8	4.6	8.7	6.7	6.8	10.4	3.6	6.4
	(4.8)	(2.5)	(2.2)	(3.0)	(2.3)	(4.3)	(3.6)	(2.4)	(2.7)
3 to 5 years of age	8.4	4.2	5.1	13.3	5.0	4.0	8.5	4.2	7.8
	(3.8)	(2.6)	(2.3)	(3.6)	(2.0)	(3.3)	(3.3)	(2.5)	(3.0)
6 to 12 years of age	14.1	11.9	15.9	15.9	10.3	22.5	14.2	13.5	12.0
	(4.8)	(4.2)	(3.9)	(3.9)	(2.9)	(7.1)	(4.1)	(4.3)	(3.6)
More than 12 years of age	2.4	4.0	5.2	1.9	4.4	4.0	2.4	4.9	3.4
	(2.1)	(2.6)	(2.3)	(1.5)	(1.9)	(3.3)	(1.8)	(2.7)	(2.0)
Number of respondents	158	193	274	199	428	70	222	233	240

Source: Parent interviews and students' school records.

Table 4A: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Characteristics of Youth	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with parents who said youth began receiving special services for disability at:												
Birth	15.5	10.2	20.4	20.8	16.2	14.6	19.7	12.3	15.8	16.1	8.8	20.1
	(2.5)	(3.0)	(6.4)	(9.9)	(3.1)	(3.9)	(5.0)	(4.0)	(3.8)	(3.1)	(4.4)	(6.4)
Under 3 years of age	10.4	11.5	6.8	13.1	10.6	10.2	6.3	14.1	9.5	11.1	5.3	12.8
	(2.1)	(3.2)	(4.0)	(8.2)	(2.6)	(3.4)	(3.1)	(4.2)	(3.0)	(2.7)	(3.5)	(5.4)
3 to 5 years of age	28.2	25.9	34.2	15.2	24.0	33.5	29.4	27.4	28.2	28.1	32.9	23.6
	(3.1)	(4.4)	(7.5)	(8.7)	(3.6)	(5.2)	(5.8)	(5.4)	(4.6)	(3.8)	(7.3)	(6.8)
6 to 12 years of age	36.6	45.6	33.5	33.6	40.0	32.4	41.6	33.0	36.8	37.4	37.3	32.4
	(3.3)	(5.0)	(7.5)	(11.5)	(4.1)	(5.2)	(6.3)	(5.7)	(5.0)	(4.1)	(7.5)	(7.5)
More than 12 years of age	9.3	6.8	5.1	17.2	9.3	9.3	3.1	13.2	9.8	7.3	15.7	11.1
	(2.0)	(2.5)	(3.5)	(9.1)	(2.4)	(3.2)	(2.2)	(4.1)	(3.1)	(2.2)	(5.6)	(5.0)
Number of respondents	711	225	127	44	414	297	200	253	258	477	124	110
Percentage with IQ of:												
33 or lower	2.2	2.0	0.7	0.0	2.8	1.5	0.4	0.8	5.9	1.7	0.0	9.3
	(1.3)	(2.2)	(1.7)	(0.0)	(1.8)	(1.7)	(1.0)	(1.3)	(3.3)	(1.4)	(0.0)	(6.8)
34 to 50	5.8	4.7	3.7	6.4	4.9	7.0	4.9	2.8	10.7	5.5	5.5	8.4
	(2.1)	(3.4)	(3.9)	(7.5)	(2.4)	(3.6)	(3.7)	(2.4)	(4.3)	(2.5)	(4.2)	(6.5)
51 to 70	14.0	7.9	8.1	31.6	9.6	20.0	13.9	9.6	20.4	13.1	16.4	16.9
	(3.0)	(4.3)	(5.6)	(14.3)	(3.3)	(5.6)	(5.9)	(4.3)	(5.6)	(3.7)	(6.9)	(8.8)
71 to 90	34.1	43.5	21.6	27.2	35.6	32.2	22.6	39.8	35.8	31.8	42.6	31.0
	(4.2)	(7.9)	(8.4)	(13.6)	(5.4)	(6.6)	(7.1)	(7.1)	(6.7)	(5.1)	(9.2)	(10.8)
91 to 110	26.9	22.9	34.9	26.1	31.5	20.4	42.7	23.3	18.5	29.1	21.7	22.7
	(3.9)	(6.7)	(9.8)	(13.5)	(5.2)	(5.7)	(8.4)	(6.1)	(5.4)	(5.0)	(7.7)	(9.8)
Higher than 110	17.0	19.0	30.9	8.8	15.6	18.8	15.6	23.7	8.6	18.8	13.8	11.7
	(3.3)	(6.3)	(9.5)	(8.7)	(4.1)	(5.5)	(6.2)	(6.2)	(3.9)	(4.3)	(6.4)	(7.5)
Number of respondents	465	100	75	24	266	197	118	190	157	309	92	59
Average IQ	86.7	88.8	95.8	80.0	88.0	84.9	91.3	91.3	76.4	88.5	84.9	79.1
	(2.0)	(3.4)	(4.4)	(6.5)	(2.5)	(3.3)	(3.8)	(2.9)	(3.3)	(2.5)	(3.8)	(6.3)
Number of respondents	465	100	75	24	266	197	118	190	157	309	92	59

Source: Parent interviews and students' school records.

Table 4B: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

	Type of School Attended		Severity of Visual Impairment	
Characteristics of Youth	Regular School	Special School	Partially Sighted	Blind
Percentage with parents who said youth began receiving special services for disability at:				
Birth	16.0	12.7	17.3	13.2
	(3.3)	(3.9)	(3.9)	(4.4)
Under 3 years of age	8.4	15.9	9.9	15.1
	(2.5)	(4.3)	(3.1)	(4.7)
3 to 5 years of age	27.8	31.0	22.6	37.9
	(4.1)	(5.5)	(4.4)	(6.3)
6 to 12 years of age	39.0	30.1	41.8	24.4
	(4.4)	(5.4)	(5.1)	(5.6)
More than 12 years of age	8.9	10.3	8.4	9.3
	(2.6)	(3.6)	(2.9)	(3.8)
Number of respondents	366	277	276	243
Percentage with IQ of:				
33 or lower	2.6	1.7	0.0	0.0
	(1.9)	(1.5)	(0.0)	(0.0)
34 to 50	2.6	10.9	3.0	4.4
	(2.0)	(3.7)	(1.9)	(3.3)
51 to 70	11.2	18.5	6.7	20.4
	(3.9)	(4.6)	(2.8)	(6.5)
71 to 90	33.5	35.0	40.0	28.8
	(5.8)	(5.6)	(5.5)	(7.3)
91 to 110	27.9	25.3	36.9	21.2
	(5.5)	(5.1)	(5.4)	(6.6)
Higher than 110	22.1	8.7	13.4	25.2
	(5.1)	(3.3)	(3.8)	(7.0)
Number of respondents	200	265	242	173
Average IQ	90.3	81.0	90.9	89.5
	(2.7)	(2.7)	(1.9)	(3.8)
Number of respondents	200	265	242	173

Source: Parent interviews and students' school records.

Table 4C: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Characteristics of Youth	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with parents who said youth began receiving special services for disability at:									
Birth	10.9	19.0	16.5	17.1	15.0	8.1	10.9	15.6	21.6
	(4.4)	(5.1)	(3.9)	(4.1)	(3.4)	(4.7)	(3.7)	(4.6)	(4.6)
Under 3 years of age	12.1	9.8	9.1	12.2	10.3	10.0	7.7	11.7	12.0
	(4.6)	(3.9)	(3.0)	(3.5)	(2.9)	(5.2)	(3.2)	(4.1)	(3.6)
3 to 5 years of age	26.1	32.8	24.5	16.5	33.3	23.8	28.2	27.8	28.7
	(6.1)	(6.2)	(4.5)	(4.0)	(4.4)	(7.4)	(5.4)	(5.7)	(5.0)
6 to 12 years of age	44.9	29.3	36.9	45.1	32.6	42.6	46.4	34.5	28.7
	(7.0)	(6.0)	(5.1)	(5.4)	(4.4)	(8.5)	(5.9)	(6.0)	(5.0)
More than 12 years of age	6.0	9.0	13.0	9.2	8.8	15.5	6.9	10.3	9.1
	(3.3)	(3.7)	(3.5)	(3.1)	(2.7)	(6.3)	(3.0)	(3.9)	(3.2)
Number of respondents	155	190	274	195	426	68	218	230	241
Percentage with IQ of:									
33 or lower	0.7	0.0	3.9	0.0	1.8	4.5	0.6	0.8	2.9
	(1.7)	(0.0)	(2.9)	(0.0)	(1.6)	(6.8)	(1.3)	(1.7)	(2.6)
34 to 50	6.7	2.6	3.3	10.0	3.5	0.0	4.2	4.9	3.4
	(5.1)	(2.9)	(2.7)	(5.0)	(2.3)	(0.0)	(3.3)	(4.1)	(2.9)
51 to 70	7.9	26.7	3.7	10.3	16.5	10.6	15.2	18.2	11.4
	(5.5)	(8.1)	(2.8)	(5.1)	(4.6)	(10.1)	(5.9)	(7.4)	(5.0)
71 to 90	42.2	28.7	31.2	46.7	27.9	62.4	44.9	25.6	27.6
	(10.1)	(8.3)	(6.9)	(8.3)	(5.5)	(15.8)	(8.2)	(8.3)	(7.1)
91 to 110	20.6	37.4	30.5	27.5	29.8	12.7	24.1	31.2	32.7
	(8.2)	(8.9)	(6.9)	(7.5)	(5.7)	(10.9)	(7.1)	(8.8)	(7.4)
Higher than 110	22.0	4.6	27.4	5.5	20.6	9.8	11.1	19.3	22.1
	(8.4)	(3.8)	(6.7)	(3.8)	(5.0)	(9.7)	(5.2)	(7.5)	(6.5)
Number of respondents	88	101	140	91	254	19	122	119	121
Average IQ	89.2	83.5	93.5	83.3	89.5	82.7	85.5	87.8	91.9
	(4.3)	(3.3)	(3.6)	(3.0)	(2.8)	(6.5)	(3.1)	(4.3)	(3.7)
Number of respondents	88	101	140	91	254	19	122	119	121

Source: Parent interviews and students' school records.

Table 5A: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Reported Self-Care Skills of Youth	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage able to dress themselves completely:												
Very well	77.9	76.1	79.9	89.8	77.5	78.3	84.9	75.8	74.6	76.8	82.0	78.2
	(2.8)	(4.2)	(6.1)	(7.3)	(3.5)	(4.5)	(4.5)	(5.0)	(4.4)	(3.5)	(5.8)	(6.7)
Pretty well	16.4	17.6	16.4	9.0	16.7	16.1	8.8	20.2	18.2	17.2	17.3	12.1
	(2.5)	(3.7)	(5.7)	(6.9)	(3.1)	(4.0)	(3.6)	(4.7)	(3.9)	(3.1)	(5.7)	(5.3)
Not very well	2.6	2.9	1.2	0.0	1.8	3.8	2.6	1.4	4.2	2.3	0.7	6.5
	(1.1)	(1.6)	(1.7)	(0.0)	(1.1)	(2.1)	(2.0)	(1.4)	(2.0)	(1.2)	(1.3)	(4.0)
Not at all well	3.0	3.4	2.6	1.2	4.0	1.8	3.7	2.6	3.0	3.7	0.0	3.3
	(1.1)	(1.8)	(2.4)	(2.6)	(1.6)	(1.4)	(2.4)	(1.9)	(1.7)	(1.6)	(0.0)	(2.9)
Number of respondents	734	232	135	44	424	310	204	265	265	498	126	110
Percentage able to feed themselves:												
Very well	89.6	86.3	87.2	98.8	85.7	87.8	86.4	85.9	87.8	84.0	94.7	89.8
	(2.3)	(3.4)	(5.1)	(2.6)	(2.9)	(3.5)	(4.4)	(4.1)	(3.3)	(3.1)	(3.4)	(4.9)
Pretty well	10.9	9.4	11.4	1.2	11.7	9.9	12.3	11.5	9.0	13.1	5.3	6.9
	(2.1)	(2.9)	(4.9)	(2.6)	(2.7)	(3.2)	(4.2)	(3.8)	(2.9)	(2.8)	(3.4)	(4.1)
Not very well	1.9	3.7	0.8	0.0	2.3	1.4	1.1	2.4	2.0	2.6	0.0	0.7
	(0.9)	(1.8)	(1.4)	(0.0)	(1.2)	(1.3)	(1.3)	(1.8)	(1.4)	(1.3)	(0.0)	(1.4)
Not at all well	0.6	0.7	0.6	0.0	0.4	0.9	0.2	0.2	1.3	0.3	0.0	2.6
	(0.7)	(0.8)	(1.2)	(0.0)	(0.5)	(1.0)	(0.6)	(0.5)	(1.1)	(0.4)	(0.0)	(2.6)
Number of respondents	733	231	135	44	423	310	203	265	265	497	126	110
Percentage able to get places outside the home:												
Very well	56.6	66.6	61.9	53.3	59.6	52.8	58.6	59.1	52.2	54.7	67.5	53.0
	(3.3)	(4.6)	(7.5)	(12.1)	(4.1)	(5.4)	(6.3)	(5.8)	(5.1)	(4.2)	(7.2)	(8.0)
Pretty well	20.3	18.9	16.3	26.9	22.2	17.8	20.9	19.8	20.3	20.2	11.8	30.1
	(2.7)	(3.8)	(5.7)	(10.8)	(3.5)	(4.2)	(5.2)	(4.7)	(4.1)	(3.4)	(4.9)	(7.4)
Not very well	12.7	7.9	18.4	8.1	9.1	17.1	11.8	13.8	12.0	14.9	12.8	2.5
	(2.2)	(2.6)	(6.0)	(6.6)	(2.4)	(4.1)	(4.1)	(4.1)	(3.3)	(3.0)	(5.1)	(2.5)
Not at all well	10.5	6.6	3.4	11.7	9.1	12.2	8.7	7.3	15.5	10.2	7.9	14.5
	(2.1)	(2.4)	(2.8)	(7.8)	(2.4)	(3.6)	(3.6)	(3.1)	(3.7)	(2.5)	(4.1)	(5.7)
Number of respondents	729	231	133	44	422	307	203	264	262	494	125	110
Average self-care skills scale score:*												
Low (3-8)	12.0	8.5	10.7	8.3	10.7	13.5	8.6	12.1	14.6	12.9	6.6	13.7
	(2.2)	(2.7)	(4.8)	(6.7)	(2.6)	(3.7)	(3.6)	(3.8)	(3.6)	(2.8)	(3.8)	(5.6)
Medium (9-11)	36.4	33.4	31.4	40.3	35.2	38.0	36.0	35.5	37.9	37.6	30.0	38.5
	(3.2)	(4.6)	(7.2)	(11.9)	(4.0)	(5.3)	(6.1)	(5.6)	(5.0)	(4.1)	(7.0)	(7.9)
High (12)	51.6	58.1	57.8	51.4	54.1	48.5	55.5	52.4	47.5	49.5	63.5	47.9
	(3.4)	(4.8)	(7.6)	(12.1)	(4.2)	(5.4)	(6.3)	(5.9)	(5.1)	(4.2)	(7.4)	(8.1)
Number of respondents	727	230	133	44	420	307	202	264	261	493	125	109

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* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews.

Table 5B: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH VISUAL IMPAIRMENTS

Reported Self-Care Skills of Youth	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Percentage able to dress themselves completely:				
Very well	80.6	68.5	84.2	72.8
	(3.5)	(5.4)	(3.7)	(5.8)
Pretty well	16.7	20.2	13.8	20.1
	(3.3)	(4.7)	(3.5)	(5.2)
Not very well	1.6	5.4	1.5	3.6
	(1.1)	(2.6)	(1.2)	(2.4)
Not at all well	1.1	5.9	0.5	3.5
	(0.9)	(2.8)	(0.7)	(2.4)
Number of respondents	379	287	285	243
Percentage able to feed themselves:				
Very well	90.3	79.3	94.2	79.9
	(2.6)	(4.7)	(2.4)	(5.2)
Pretty well	8.6	16.8	5.3	17.3
	(2.5)	(4.4)	(2.3)	(4.9)
Not very well	0.9	2.6	0.4	2.0
	(0.8)	(1.9)	(0.7)	(1.8)
Not at all well	0.3	1.3	0.0	0.8
	(0.5)	(1.3)	(0.0)	(1.1)
Number of respondents	378	287	285	242
Percentage able to get places outside the home:				
Very well	63.8	38.2	70.6	42.9
	(4.3)	(5.7)	(4.7)	(6.5)
Pretty well	18.3	22.4	16.6	24.9
	(3.4)	(4.9)	(3.8)	(5.7)
Not very well	11.9	17.8	8.4	18.0
	(2.9)	(4.5)	(2.9)	(5.0)
Not at all well	6.0	21.7	4.4	14.1
	(2.1)	(4.9)	(2.1)	(4.6)
Number of respondents	377	284	282	240
Average self-care skills scale score:*				
Low (3-8)	8.1	20.2	3.5	18.1
	(2.4)	(4.7)	(1.9)	(5.0)
Medium (9-11)	33.4	45.6	31.6	44.8
	(4.2)	(5.9)	(4.8)	(6.5)
High (12)	58.5	34.2	64.9	37.2
	(4.4)	(5.6)	(4.9)	(6.3)
Number of respondents	376	284	282	239

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* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews

Table 5C: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH VISUAL IMPAIRMENTS

Reported Self-Care Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to dress themselves completely:									
Very well	69.5	82.1	84.3	85.6	76.8	63.9	76.0	80.6	77.1
	(6.3)	(4.9)	(3.8)	(3.7)	(3.9)	(8.2)	(4.9)	(4.9)	(4.7)
Pretty well	23.9	14.8	9.9	11.2	17.1	23.2	18.2	16.4	15.2
	(5.8)	(4.6)	(3.2)	(3.3)	(3.5)	(7.2)	(4.5)	(4.6)	(4.0)
Not very well	2.9	2.0	1.1	1.4	2.8	6.2	2.9	0.6	4.4
	(2.3)	(1.8)	(1.1)	(1.2)	(1.5)	(4.1)	(1.9)	(1.0)	(2.3)
Not at all well	3.7	1.0	4.7	1.7	3.2	6.7	2.9	2.4	3.4
	(2.6)	(1.3)	(2.2)	(1.4)	(1.6)	(4.2)	(1.9)	(1.9)	(2.0)
Number of respondents	162	197	284	206	437	70	230	240	249
Percentage able to feed themselves:									
Very well	79.9	91.2	88.8	92.5	86.6	70.6	85.1	87.0	88.4
	(5.5)	(3.6)	(3.3)	(2.8)	(3.2)	(7.7)	(4.1)	(4.2)	(3.6)
Pretty well	15.7	8.2	10.0	6.0	11.8	16.9	12.3	10.8	10.1
	(5.0)	(3.5)	(3.2)	(2.5)	(3.0)	(6.4)	(3.8)	(3.8)	(3.3)
Not very well	4.4	0.0	0.6	1.1	0.9	12.5	2.6	1.7	0.7
	(2.8)	(0.0)	(0.8)	(1.1)	(0.9)	(5.6)	(1.8)	(1.6)	(0.9)
Not at all well	0.0	0.6	0.6	0.5	0.7	0.0	0.0	0.6	0.9
	(0.0)	(1.0)	(0.8)	(0.7)	(0.8)	(0.0)	(0.0)	(1.0)	(1.0)
Number of respondents	162	197	284	206	436	70	230	240	249
Percentage able to get places outside the home:									
Very well	58.1	56.2	59.5	71.4	49.4	62.2	58.3	57.4	52.1
	(6.8)	(6.4)	(5.2)	(4.7)	(4.7)	(8.3)	(5.7)	(6.1)	(5.6)
Pretty well	21.3	21.8	19.1	17.2	21.0	24.0	24.3	19.4	17.6
	(5.6)	(5.3)	(4.2)	(3.9)	(3.8)	(7.3)	(5.0)	(4.9)	(4.2)
Not very well	14.2	12.5	10.5	4.2	17.7	4.4	9.2	15.6	14.5
	(4.8)	(4.3)	(3.2)	(2.1)	(3.6)	(3.5)	(3.4)	(4.5)	(3.9)
Not at all well	6.4	9.5	10.9	7.2	11.9	9.4	8.2	7.7	15.7
	(3.4)	(3.8)	(3.3)	(2.7)	(3.0)	(5.0)	(3.2)	(3.3)	(4.0)
Number of respondents	160	197	283	207	432	69	228	238	248
Average self-care skills scale score:*									
Low (3-8)	14.7	8.0	9.8	5.1	14.0	18.6	10.6	11.7	13.5
	(4.9)	(3.5)	(3.1)	(2.3)	(3.3)	(6.7)	(3.6)	(4.0)	(3.8)
Medium (9-11)	34.0	41.8	32.9	28.6	39.9	38.3	38.1	34.8	38.7
	(6.5)	(6.3)	(5.0)	(4.7)	(4.6)	(8.3)	(5.6)	(5.9)	(5.4)
High (12)	51.3	50.3	57.2	66.3	46.1	43.1	51.3	53.5	47.8
	(6.9)	(6.4)	(5.2)	(4.9)	(4.7)	(8.5)	(5.8)	(6.2)	(5.6)
Number of respondents	159	197	283	206	431	69	227	238	248

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* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews.

Table 6A: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Reported Functional Skills of Youth	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage able to look up phone numbers and use the phone:												
Very well	33.7	40.2	39.0	26.6	32.9	34.7	31.7	34.7	34.4	32.4	32.6	41.1
	(3.2)	(4.9)	(7.6)	(10.7)	(4.0)	(5.2)	(5.9)	(5.7)	(4.9)	(3.9)	(7.3)	(8.1)
Pretty well	24.0	21.5	23.9	44.6	25.1	22.6	26.4	26.9	18.9	24.6	24.6	20.6
	(2.9)	(4.1)	(6.7)	(12.1)	(3.7)	(4.6)	(5.6)	(5.3)	(4.1)	(3.6)	(6.7)	(6.7)
Not very well	15.4	17.6	11.5	17.9	17.5	12.8	20.7	14.5	12.1	16.0	19.4	8.4
	(2.4)	(3.8)	(5.0)	(9.3)	(3.2)	(3.7)	(5.2)	(4.2)	(3.4)	(3.1)	(6.1)	(4.6)
Not at all well	26.8	20.8	25.6	10.9	24.5	29.8	21.3	23.9	34.7	26.9	23.5	29.9
	(3.0)	(4.0)	(6.8)	(7.6)	(3.6)	(5.0)	(5.2)	(5.1)	(4.9)	(3.7)	(6.6)	(7.6)
Number of respondents	716	225	131	44	414	302	202	259	255	489	122	105
Percentage able to tell time on a clock with hands:												
Very well	51.0	55.4	60.3	54.3	54.6	46.5	51.4	50.5	51.2	50.1	54.8	50.9
	(3.4)	(4.9)	(7.6)	(12.2)	(4.2)	(5.4)	(6.4)	(6.0)	(5.1)	(4.2)	(7.7)	(8.1)
Pretty well	20.9	19.0	21.8	29.9	19.1	23.0	20.3	25.5	16.1	22.1	17.4	19.2
	(2.7)	(3.9)	(6.4)	(11.2)	(3.3)	(4.6)	(5.2)	(5.2)	(3.7)	(3.5)	(5.8)	(6.4)
Not very well	11.7	12.5	7.4	8.8	11.0	12.6	15.5	9.3	11.4	11.8	14.4	8.5
	(2.2)	(3.3)	(4.1)	(6.9)	(2.6)	(3.6)	(4.6)	(3.5)	(3.2)	(2.7)	(5.4)	(4.5)
Not at all well	16.4	13.1	10.4	7.1	15.2	17.9	12.8	14.6	21.3	16.0	13.4	21.4
	(2.5)	(3.3)	(4.7)	(6.3)	(3.0)	(4.2)	(4.3)	(4.2)	(4.2)	(3.1)	(5.2)	(6.6)
Number of respondents	725	228	131	43	417	308	201	259	265	491	124	110
Percentage able to read/understand common signs:												
Very well	52.1	57.7	57.1	60.6	56.4	46.6	55.9	51.7	49.3	51.8	62.4	41.6
	(3.4)	(4.9)	(7.7)	(12.1)	(4.2)	(5.5)	(6.3)	(6.0)	(5.2)	(4.2)	(7.5)	(8.0)
Pretty well	17.0	18.5	15.2	24.0	15.2	19.3	17.9	21.2	11.6	18.9	15.6	10.4
	(2.5)	(3.9)	(5.6)	(10.5)	(3.0)	(4.3)	(4.9)	(4.9)	(3.3)	(3.3)	(5.6)	(5.0)
Not very well	11.6	10.2	14.8	9.3	10.3	13.3	12.6	12.7	9.7	12.6	5.5	13.9
	(2.2)	(3.0)	(5.5)	(7.2)	(2.6)	(3.7)	(4.2)	(4.0)	(3.0)	(2.8)	(3.5)	(5.6)
Not at all well	19.3	13.6	12.9	6.2	18.1	20.7	13.6	14.4	29.4	16.7	16.5	34.0
	(2.7)	(3.4)	(5.2)	(5.9)	(3.3)	(4.4)	(4.4)	(4.2)	(4.7)	(3.1)	(5.8)	(7.7)
Number of respondents	719	225	132	42	414	305	202	259	258	488	122	109

Source: Parent interviews.

Table 6B: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH VISUAL IMPAIRMENTS

Reported Functional Skills of Youth	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Percentage able to look up phone numbers and use the phone:				
Very well	37.4 (4.4)	23.9 (5.1)	38.5 (5.0)	25.1 (5.7)
Pretty well	29.3 (4.1)	16.3 (4.4)	34.8 (4.9)	13.0 (4.5)
Not very well	14.9 (3.2)	18.4 (4.6)	17.1 (3.9)	14.9 (4.7)
Not at all well	18.4 (3.5)	41.4 (5.8)	9.6 (3.0)	47.0 (6.6)
Number of respondents	369	280	281	233
Percentage able to tell time on a clock with hands:				
Very well	59.3 (4.4)	35.9 (5.6)	58.4 (5.1)	40.5 (6.5)
Pretty well	21.2 (3.7)	21.3 (4.8)	27.4 (4.6)	18.0 (5.1)
Not very well	9.9 (2.7)	15.9 (4.3)	9.5 (3.0)	11.9 (4.3)
Not at all well	9.6 (2.7)	26.9 (5.2)	4.7 (2.2)	29.7 (6.0)
Number of respondents	370	285	281	239
Percentage able to read/understand common signs:				
Very well	58.1 (4.5)	41.5 (5.8)	65.9 (4.9)	34.9 (6.4)
Pretty well	18.3 (3.5)	15.7 (4.3)	20.5 (4.1)	10.0 (4.0)
Not very well	12.5 (3.0)	11.1 (3.7)	10.5 (3.1)	13.2 (4.6)
Not at all well	11.1 (2.8)	31.7 (5.5)	3.1 (1.8)	41.9 (6.6)
Number of respondents	367	282	283	231

Source: Parent interviews

Table 6C: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH VISUAL IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Reported Functional Skills of Youth	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to look up phone numbers and use the phone:									
Very well	33.4	29.8	37.3	38.1	30.3	42.0	32.6	30.5	38.2
	(6.5)	(5.9)	(5.2)	(5.1)	(4.3)	(8.6)	(5.5)	(5.7)	(5.5)
Pretty well	22.9	27.9	24.9	27.9	22.6	23.0	24.9	26.2	20.5
	(5.8)	(5.8)	(4.6)	(4.7)	(4.0)	(7.3)	(5.0)	(5.5)	(4.5)
Not very well	14.1	19.5	12.6	12.6	17.5	11.9	16.2	16.7	13.8
	(4.8)	(5.2)	(3.5)	(3.5)	(3.6)	(5.6)	(4.3)	(4.6)	(3.9)
Not at all well	29.6	22.8	25.2	21.4	29.7	23.2	26.3	26.7	27.4
	(6.3)	(5.5)	(4.6)	(4.3)	(4.3)	(7.4)	(5.1)	(5.5)	(5.0)
Number of respondents	161	193	277	204	425	67	226	237	243
Percentage able to tell time on a clock with hands:									
Very well	45.9	50.8	56.7	56.8	48.9	41.2	48.1	46.8	58.2
	(6.8)	(6.4)	(5.3)	(5.2)	(4.7)	(8.4)	(5.8)	(6.2)	(5.5)
Pretty well	27.2	19.9	17.2	20.6	20.7	25.9	19.9	28.7	14.2
	(6.1)	(5.1)	(4.0)	(4.2)	(3.8)	(7.4)	(4.6)	(5.6)	(3.9)
Not very well	13.2	12.6	12.1	10.0	12.4	15.7	14.8	10.9	9.6
	(4.6)	(4.3)	(3.5)	(3.1)	(3.1)	(6.2)	(4.1)	(3.9)	(3.3)
Not at all well	13.7	16.7	14.0	12.5	18.0	17.3	17.2	13.6	18.0
	(4.7)	(4.8)	(3.7)	(3.4)	(3.6)	(6.4)	(4.4)	(4.3)	(4.3)
Number of respondents	162	196	281	206	429	70	230	238	245
Percentage able to read/understand common signs:									
Very well	44.7	53.9	60.3	56.9	51.2	49.9	48.3	55.9	51.6
	(6.8)	(6.5)	(5.2)	(5.2)	(4.7)	(8.6)	(5.8)	(6.1)	(5.7)
Pretty well	24.0	18.5	13.3	20.8	14.0	21.6	20.6	16.3	14.1
	(5.9)	(5.0)	(3.6)	(4.2)	(3.3)	(7.1)	(4.7)	(4.6)	(4.0)
Not very well	13.7	10.4	10.5	8.3	13.3	11.9	11.4	12.7	11.4
	(4.7)	(4.0)	(3.3)	(2.9)	(3.2)	(5.6)	(3.7)	(4.1)	(3.6)
Not at all well	17.7	17.3	15.8	14.0	21.5	16.6	19.8	15.1	22.9
	(5.2)	(4.9)	(3.9)	(3.6)	(3.9)	(6.4)	(4.6)	(4.4)	(4.8)
Number of respondents	161	194	279	206	425	68	229	240	239

Source: Parent interviews

Table 6A: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

Reported Functional Skills of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage able to count change:												
Very well	57.1	62.3	59.9	54.7	57.7	56.2	60.3	53.1	59.0	51.6	68.0	70.3
	(3.3)	(4.8)	(7.5)	(12.1)	(4.1)	(5.4)	(6.2)	(5.9)	(5.0)	(4.2)	(7.2)	(7.4)
Pretty well	27.9	22.1	32.8	37.3	26.2	30.1	26.7	34.9	20.9	32.9	19.2	14.5
	(3.0)	(4.1)	(7.2)	(11.7)	(3.7)	(5.0)	(5.6)	(5.6)	(4.1)	(3.9)	(6.1)	(5.7)
Not very well	9.3	10.5	3.9	3.5	9.7	8.9	10.2	7.1	11.2	9.7	7.7	9.7
	(1.9)	(3.0)	(3.0)	(4.4)	(2.5)	(3.1)	(3.8)	(3.0)	(3.2)	(2.5)	(4.1)	(4.8)
Not at all well	5.7	5.1	3.4	4.5	6.4	4.7	2.9	4.9	8.9	5.9	5.2	5.5
	(1.6)	(2.2)	(2.8)	(5.0)	(2.1)	(2.3)	(2.1)	(2.6)	(2.9)	(2.0)	(3.4)	(3.7)
Number of respondents	731	229	134	44	423	308	205	262	264	498	123	110
Average functional skills scale score:*												
4 to 8	20.3	16.2	11.1	7.3	19.8	20.9	19.2	16.8	25.2	21.5	11.8	24.3
	(2.8)	(3.7)	(5.0)	(6.4)	(3.5)	(4.5)	(5.1)	(4.5)	(4.6)	(3.5)	(5.1)	(7.1)
9 to 12	25.6	22.0	28.8	22.9	22.2	29.7	22.5	27.4	26.1	24.6	26.9	28.9
	(3.0)	(4.2)	(7.2)	(10.4)	(3.6)	(5.1)	(5.4)	(5.4)	(4.6)	(3.7)	(7.0)	(7.5)
13 to 15	32.6	33.6	34.3	55.3	34.4	30.3	36.1	34.3	27.7	33.1	40.7	21.1
	(3.2)	(4.8)	(7.6)	(12.3)	(4.1)	(5.1)	(6.3)	(5.8)	(4.7)	(4.1)	(7.7)	(6.8)
16	21.5	28.2	25.7	14.4	23.5	19.1	22.1	21.6	21.0	20.8	20.7	25.8
	(2.8)	(4.6)	(7.0)	(8.7)	(3.7)	(4.4)	(5.4)	(5.0)	(4.3)	(3.5)	(6.4)	(7.3)
Number of respondents	695	218	127	42	398	297	196	252	247	472	119	104

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* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 6B: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

Reported Functional Skills of Youth	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Percentage able to count change:				
Very well	62.2	42.7	65.3	51.1
	(4.3)	(5.8)	(4.9)	(6.5)
Pretty well	28.2	30.1	25.2	30.9
	(4.0)	(5.4)	(4.4)	(6.0)
Not very well	6.8	16.7	7.9	10.7
	(2.2)	(4.4)	(2.8)	(4.0)
Not at all well	2.7	10.6	1.7	7.3
	(1.5)	(3.6)	(1.3)	(3.4)
Number of respondents	376	286	284	243
Average functional skills scale score:*				
4 to 8	11.4	36.0	6.1	34.8
	(2.9)	(5.8)	(2.5)	(6.6)
9 to 12	23.1	30.6	22.8	33.3
	(3.9)	(5.6)	(4.4)	(6.5)
13 to 15	41.0	22.1	43.8	21.7
	(4.5)	(5.0)	(5.2)	(5.7)
16	24.5	11.3	27.2	10.3
	(4.0)	(3.8)	(4.6)	(4.2)
Number of respondents	357	272	277	220

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* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 6C: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

Reported Functional Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to count change:									
Very well	51.9	65.8	56.0	67.9	52.9	48.1	57.3	55.1	58.4
	(6.8)	(6.1)	(5.2)	(4.8)	(4.7)	(8.6)	(5.7)	(6.2)	(5.5)
Pretty well	32.9	23.9	27.8	18.2	31.9	32.1	27.7	31.7	24.9
	(6.4)	(5.5)	(4.7)	(4.0)	(4.4)	(8.0)	(5.1)	(5.8)	(4.8)
Not very well	10.6	5.5	11.4	8.4	10.1	9.9	9.5	6.8	12.4
	(4.2)	(2.9)	(3.4)	(2.9)	(2.8)	(5.1)	(3.4)	(3.1)	(3.7)
Not at all well	4.6	4.8	4.8	5.5	5.1	9.9	5.5	6.4	4.3
	(2.8)	(2.8)	(2.3)	(2.4)	(2.1)	(5.1)	(2.6)	(3.0)	(2.3)
Number of respondents	164	197	283	207	434	69	231	239	249
Average functional skills scale score:*									
4 to 8	21.8	18.0	17.2	16.9	21.7	21.7	25.1	14.4	20.7
	(5.8)	(5.1)	(4.1)	(3.9)	(4.0)	(7.4)	(5.1)	(4.4)	(4.7)
9 to 12	26.3	27.5	21.6	17.4	29.0	26.6	22.1	31.4	24.1
	(6.2)	(5.9)	(4.5)	(4.0)	(4.4)	(7.9)	(4.9)	(5.8)	(5.0)
13 to 15	28.6	35.4	38.3	36.3	31.3	27.1	33.4	32.6	32.4
	(6.3)	(6.3)	(5.3)	(5.1)	(4.5)	(8.0)	(5.6)	(5.9)	(5.4)
16	23.3	19.1	22.9	29.4	18.1	24.5	19.4	21.6	22.9
	(5.9)	(5.2)	(4.6)	(4.8)	(3.7)	(7.7)	(4.7)	(5.2)	(4.9)
Number of respondents	156	189	270	203	410	64	221	234	231

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* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews

Table 7A: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH VISUAL IMPAIRMENTS

Assistive Devices Reported Used	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage who used for hearing assistance a:	DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.											
Telecommunications device												
Telephone amplifier												
Hearing aid												
Closed captioned TV												
Other hearing assistance												
Number of respondents												
Percentage who used for mobility assistance:												
A wheelchair	5.7	3.2	4.7	1.2	4.6	6.9	8.1	2.5	7.4	6.0	0.8	9.5
	(1.6)	(1.8)	(3.2)	(2.6)	(1.8)	(2.8)	(3.6)	(1.9)	(2.7)	(2.1)	(1.4)	(5.0)
Crutches, a cane, or a walker	4.3	1.8	1.7	1.9	4.4	4.1	4.7	2.9	5.6	4.5	1.5	6.4
	(1.4)	(1.3)	(2.0)	(3.4)	(1.8)	(2.2)	(2.8)	(2.0)	(2.4)	(1.8)	(1.8)	(4.1)
Modifications to a car	1.5	0.0	1.3	0.0	0.1	3.1	4.1	0.4	0.6	2.1	0.0	0.0
	(0.8)	(0.0)	(1.7)	(0.0)	(0.3)	(1.9)	(2.6)	(0.8)	(0.8)	(1.2)	(0.0)	(0.0)
Prosthetics/orthotics	2.4	0.6	2.2	5.0	2.1	2.7	4.1	2.9	0.3	3.2	0.3	0.8
	(1.0)	(0.8)	(2.3)	(5.3)	(1.2)	(1.8)	(2.6)	(2.0)	(0.6)	(1.5)	(0.9)	(1.5)
Computers to aid mobility	1.8	2.9	0.3	5.3	2.7	0.7	1.4	3.0	0.8	2.3	1.2	0.4
	(0.9)	(1.7)	(0.8)	(5.5)	(1.4)	(0.9)	(1.5)	(2.1)	(0.9)	(1.3)	(1.6)	(1.1)
Other mobility assistance	0.2	0.0	0.0	0.0	0.3	0.1	0.0	0.1	0.5	0.3	0.0	0.0
	(0.3)	(0.0)	(0.0)	(0.0)	(0.5)	(0.4)	(0.0)	(0.4)	(0.7)	(0.5)	(0.0)	(0.0)
Number of respondents	701	223	135	43	403	298	190	254	257	473	126	102
Percentage who used for visual assistance												
A seeing eye dog	0.6	0.0	1.0	0.5	1.1	0.0	0.7	0.3	0.8	0.5	1.2	0.5
	(0.5)	(0.0)	(1.5)	(1.8)	(0.9)	(0.0)	(1.1)	(0.6)	(0.9)	(0.6)	(1.6)	(1.2)
Braille or large print readers	62.7	61.0	56.3	49.8	61.3	64.4	68.5	59.2	61.9	63.8	63.6	56.1
	(3.3)	(4.8)	(7.8)	(12.1)	(4.1)	(5.2)	(6.0)	(5.8)	(5.0)	(4.0)	(7.3)	(8.1)
An opticon/optical scanner	22.9	24.2	22.5	20.2	22.2	23.7	28.5	23.4	17.5	26.3	19.6	10.4
	(2.9)	(4.4)	(6.7)	(9.8)	(3.6)	(4.8)	(6.0)	(5.1)	(4.1)	(3.8)	(6.3)	(5.3)
Computers to aid vision	20.4	20.6	19.8	16.6	23.2	17.0	24.1	19.2	18.8	19.9	24.9	16.9
	(2.8)	(4.2)	(6.4)	(10.0)	(3.5)	(4.2)	(5.3)	(4.9)	(4.2)	(3.4)	(6.7)	(6.4)
Other vision assistance	11.3	10.7	15.2	10.6	8.7	14.6	10.7	10.5	12.8	10.0	17.3	10.4
	(2.1)	(3.1)	(5.6)	(7.5)	(2.4)	(3.9)	(3.9)	(3.6)	(3.4)	(2.5)	(5.8)	(5.0)
Number of respondents	661	206	124	35	378	283	184	231	244	444	117	98

Source Parent interviews

Table 7B: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH VISUAL IMPAIRMENTS

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

	Type of School Attended		Severity of Visual Impairment	
Assistive Devices Reported Used	Regular School	Special School	Partially Sighted	Blind
Percentage who used for hearing assistance a:				
Telecommunications device				
Telephone amplifier				
Hearing aid				
Closed captioned TV				
Other hearing assistance				
Number of respondents				
Percentage who used for mobility assistance:				
A wheelchair	2.7 (1.5)	12.5 (3.9)	0.7 (0.9)	4.7 (2.8)
Crutches, a cane, or a walker	1.5 (1.1)	10.8 (3.6)	1.6 (1.3)	5.6 (3.0)
Modifications to a car	0.2 (0.4)	4.3 (2.4)	0.0 (0.0)	0.6 (1.0)
Prosthetics/orthotics	2.3 (1.4)	3.1 (2.0)	1.3 (1.2)	0.4 (0.8)
Computers to aid mobility	2.6 (1.4)	0.7 (1.0)	2.4 (1.6)	0.9 (1.2)
Other mobility assistance	0.0 (0.0)	0.7 (1.0)	0.2 (0.5)	0.4 (0.8)
Number of respondents	369	282	273	238
Percentage who used for visual assistance:				
A seeing eye dog	0.1 (0.3)	0.4 (0.7)	0.0 (0.0)	0.8 (1.2)
Braille or large print readers	59.8 (4.4)	74.0 (5.2)	59.6 (5.1)	76.3 (5.5)
An opticon/optical scanner	24.2 (4.0)	25.0 (5.3)	23.3 (4.4)	28.3 (6.1)
Computers to aid vision	20.6 (3.9)	22.4 (4.2)	18.9 (4.2)	31.0 (6.2)
Other vision assistance	12.6 (3.0)	8.7 (3.3)	10.1 (3.1)	15.9 (4.8)
Number of respondents	335	258	249	221

Source: Parent interviews.

Table 7C: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH VISUAL IMPAIRMENTS

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

	Household Income			Ethnicity			Head of Household's Education		
Assistive Devices Reported Used	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who used for hearing assistance a:									
Telecommunications device									
Telephone amplifier									
Hearing aid									
Closed captioned TV									
Other hearing assistance									
Number of respondents									
Percentage who used for mobility assistance:									
A wheelchair	2.3 (2.2)	1.2 (1.5)	7.3 (2.8)	1.9 (1.5)	7.3 (2.5)	3.2 (3.0)	1.2 (1.3)	2.5 (2.0)	13.8 (4.0)
Crutches, a cane, or a walker	3.0 (2.5)	1.5 (1.6)	6.1 (2.6)	1.2 (1.2)	5.2 (2.1)	5.7 (4.0)	2.3 (1.8)	2.4 (2.0)	8.7 (3.3)
Modifications to a car	0.7 (1.2)	0.3 (0.7)	0.3 (0.6)	0.0 (0.0)	2.3 (1.4)	0.0 (0.0)	0.5 (0.9)	0.2 (0.6)	4.0 (2.3)
Prosthetics/orthotics	0.0 (0.0)	2.0 (1.9)	6.0 (2.5)	0.0 (0.0)	3.7 (1.8)	0.0 (0.0)	1.6 (1.5)	0.9 (1.2)	5.1 (2.5)
Computers to aid mobility	1.6 (1.8)	0.0 (0.0)	3.8 (2.1)	0.4 (0.7)	2.1 (1.3)	3.6 (3.2)	0.7 (1.0)	3.0 (2.2)	2.1 (1.6)
Other mobility assistance	0.0 (0.0)	0.6 (1.0)	0.2 (0.4)	0.0 (0.0)	0.3 (0.5)	0.0 (0.0)	0.2 (0.6)	0.0 (0.0)	0.4 (0.8)
Number of respondents	149	182	275	182	429	68	215	228	235
Percentage who used for visual assistance:									
A seeing eye dog	1.1 (1.4)	0.7 (1.1)	0.0 (0.0)	0.0 (0.0)	0.6 (0.7)	2.3 (2.5)	0.6 (0.9)	0.6 (1.0)	0.6 (0.9)
Braille or large print readers	57.9 (6.8)	68.6 (6.0)	64.9 (5.1)	49.5 (5.3)	69.5 (4.3)	46.3 (8.5)	64.3 (5.6)	54.7 (6.2)	72.4 (5.0)
An opticon/optical scanner	23.5 (6.1)	23.0 (5.6)	21.6 (4.5)	11.8 (3.6)	27.5 (4.3)	19.0 (6.7)	27.5 (5.4)	17.9 (5.0)	24.5 (4.9)
Computers to aid vision	17.3 (5.4)	20.6 (5.3)	24.7 (4.8)	10.4 (3.4)	24.6 (4.1)	20.9 (7.2)	20.0 (4.7)	19.4 (5.1)	23.2 (4.8)
Other vision assistance	7.5 (3.6)	16.3 (4.8)	10.5 (3.3)	8.2 (2.9)	10.7 (2.9)	16.8 (6.3)	9.1 (3.4)	9.6 (3.7)	15.9 (4.1)
Number of respondents	142	177	255	181	395	65	203	217	220

Source: Parent interviews.

Table 8A: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Parent Expectations	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with likelihood of graduating from high school:*												
Definitely will	57.8	59.4	77.5	50.4	57.3	58.5	63.9	61.3	32.1	61.0	25.0	9.7
	(4.1)	(5.9)	(7.6)	(14.1)	(5.1)	(6.6)	(6.3)	(6.4)	(6.9)	(4.2)	(16.2)	(10.4)
Probably will	24.4	28.6	16.6	43.2	24.4	24.3	31.0	20.6	19.7	24.3	16.6	31.2
	(3.5)	(5.4)	(6.8)	(14.0)	(4.5)	(5.8)	(6.1)	(5.3)	(5.9)	(3.7)	(13.9)	(16.3)
Probably won't	5.0	3.6	1.3	1.6	5.4	4.4	1.5	6.6	8.5	3.5	45.2	6.5
	(1.8)	(2.2)	(2.1)	(3.6)	(2.3)	(2.8)	(1.6)	(3.3)	(4.1)	(1.6)	(18.6)	(8.7)
Definitely won't	12.9	8.4	4.6	4.8	12.9	12.7	3.7	11.4	39.7	11.1	13.2	52.6
	(2.8)	(3.3)	(3.8)	(6.0)	(3.5)	(4.5)	(2.5)	(4.2)	(7.3)	(2.7)	(12.7)	(17.5)
Number of respondents	506	163	101	34	298	208	192	218	96	467	19	20
Percentage with likelihood of graduating from 4-year college:												
Definitely will	21.3	24.6	29.5	25.9	17.7	25.8	23.4	23.4	17.3	21.2	20.7	22.8
	(2.8)	(4.4)	(7.2)	(11.4)	(3.3)	(4.9)	(5.5)	(5.2)	(4.1)	(3.5)	(6.5)	(7.3)
Probably will	31.9	36.9	30.6	24.4	34.8	28.4	47.9	32.5	18.5	37.1	18.0	23.9
	(3.2)	(5.0)	(7.2)	(11.2)	(4.1)	(5.0)	(6.5)	(5.7)	(4.2)	(4.1)	(6.2)	(7.4)
Probably won't	20.3	19.4	26.5	21.2	21.9	18.3	18.5	18.1	24.3	18.5	27.4	20.5
	(2.8)	(4.1)	(6.9)	(10.6)	(3.6)	(4.3)	(5.0)	(4.7)	(4.6)	(3.3)	(7.2)	(7.0)
Definitely won't	26.5	19.1	13.4	28.5	25.6	27.5	10.3	26.1	39.9	23.2	33.9	32.9
	(3.1)	(4.0)	(5.4)	(11.7)	(3.8)	(5.0)	(3.9)	(5.4)	(5.3)	(3.6)	(7.6)	(8.1)
Number of respondents	674	213	129	38	385	289	188	243	243	460	115	99
Percentage with likelihood of graduating from 2-year college:**												
Definitely will	4.9	5.2	6.6	11.1	4.7	5.2	10.8	2.0	4.7	4.5	5.7	5.7
	(2.1)	(3.4)	(5.1)	(11.7)	(2.7)	(3.5)	(8.2)	(2.3)	(2.9)	(2.6)	(4.9)	(5.6)
Probably will	17.8	18.3	25.7	23.0	17.0	18.9	31.4	22.2	8.5	22.1	13.9	6.5
	(3.8)	(5.9)	(9.1)	(15.6)	(4.8)	(6.1)	(12.3)	(6.9)	(3.8)	(5.2)	(7.4)	(6.0)
Probably won't	29.9	33.6	40.2	32.9	29.6	30.2	31.5	23.7	34.0	25.5	42.6	29.7
	(4.5)	(7.2)	(10.2)	(17.4)	(5.8)	(7.2)	(12.3)	(7.0)	(6.5)	(5.5)	(10.5)	(11.1)
Definitely won't	47.4	42.8	27.5	33.0	48.8	45.7	26.2	52.0	52.8	48.0	37.8	58.2
	(4.9)	(7.6)	(9.3)	(17.4)	(6.3)	(7.8)	(11.6)	(8.3)	(6.8)	(6.3)	(10.3)	(12.0)
Number of respondents	322	85	56	17	180	142	54	114	154	203	69	50

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* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.

** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews.

Table 8B: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
Parent Expectations	Regular School	Special School	Partially Sighted	Blind
Percentage with likelihood of graduating from high school:*				
Definitely will	68.4	42.2	65.0	62.5
	(5.0)	(7.0)	(6.0)	(7.8)
Probably will	26.2	20.7	21.6	18.8
	(4.7)	(5.8)	(5.2)	(6.3)
Probably won't	1.9	9.7	4.3	5.3
	(1.5)	(4.2)	(2.5)	(3.6)
Definitely won't	3.5	27.3	9.1	13.4
	(2.0)	(6.3)	(3.6)	(5.5)
Number of respondents	271	208	200	165
Percentage with likelihood of graduating from 4-year college:				
Definitely will	27.6	8.9	23.5	25.2
	(4.2)	(3.1)	(4.6)	(5.7)
Probably will	33.4	28.6	31.6	34.4
	(4.4)	(5.0)	(5.0)	(6.2)
Probably won't	22.8	17.1	25.9	13.2
	(3.9)	(4.2)	(4.7)	(4.4)
Definitely won't	16.3	45.3	18.9	27.2
	(3.4)	(5.5)	(4.2)	(5.8)
Number of respondents	350	277	263	235
Percentage with likelihood of graduating from 2-year college:**				
Definitely will	8.1	1.6	1.7	4.8
	(3.9)	(1.9)	(2.1)	(3.9)
Probably will	24.3	12.2	27.2	7.1
	(6.1)	(5.0)	(7.4)	(4.7)
Probably won't	38.0	22.0	35.3	31.5
	(6.9)	(6.3)	(7.9)	(8.5)
Definitely won't	29.7	64.2	35.8	56.6
	(6.5)	(7.3)	(7.9)	(9.0)
Number of respondents	135	164	114	102

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* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.

** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews.

Table 8C: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH VISUAL IMPAIRMENTS

Parent Expectations	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with likelihood of graduating from high school:*									
Definitely will	53.6	51.7	63.7	55.7	61.6	41.7	47.7	65.4	63.0
	(8.2)	(7.7)	(6.2)	(6.6)	(5.5)	(10.1)	(7.1)	(7.4)	(6.5)
Probably will	28.8	28.8	18.4	29.7	19.0	40.5	31.3	21.8	18.5
	(7.5)	(6.9)	(5.0)	(6.1)	(4.4)	(10.0)	(6.6)	(6.4)	(5.2)
Probably won't	5.3	5.6	4.3	5.2	4.4	6.5	6.3	5.3	2.9
	(3.7)	(3.5)	(2.6)	(2.9)	(2.3)	(5.0)	(3.5)	(3.5)	(2.3)
Definitely won't	12.3	13.9	13.6	9.5	14.9	11.3	14.7	7.4	15.6
	(5.4)	(5.3)	(4.4)	(3.9)	(4.0)	(6.5)	(5.0)	(4.1)	(4.9)
Number of respondents	120	134	197	133	306	51	160	163	176
Percentage with likelihood of graduating from 4-year college:									
Definitely will	18.5	14.3	28.8	17.9	23.3	18.5	10.1	27.6	29.3
	(5.6)	(4.6)	(4.9)	(4.3)	(4.0)	(6.9)	(3.7)	(5.7)	(5.0)
Probably will	43.3	37.0	21.5	44.0	26.5	37.2	41.3	28.0	24.7
	(7.2)	(6.4)	(4.4)	(5.6)	(4.2)	(8.6)	(6.0)	(5.8)	(4.8)
Probably won't	15.9	17.6	26.9	17.9	20.6	24.5	21.7	19.9	19.3
	(5.3)	(5.0)	(4.8)	(4.3)	(3.8)	(7.6)	(5.0)	(5.1)	(4.4)
Definitely won't	22.4	31.1	22.7	20.2	29.7	19.8	26.9	24.6	26.7
	(6.1)	(6.1)	(4.5)	(4.5)	(4.3)	(7.1)	(5.4)	(5.5)	(4.9)
Number of respondents	148	180	273	175	415	65	211	222	232
Percentage with likelihood of graduating from 2-year college:**									
Definitely will	2.5	1.4	11.3	3.7	5.8	0.0	2.7	10.6	2.8
	(3.0)	(2.3)	(5.1)	(3.1)	(3.0)	(0.0)	(2.7)	(5.6)	(2.9)
Probably will	15.5	9.0	22.6	14.8	17.8	23.7	7.9	16.8	31.1
	(7.0)	(5.6)	(6.7)	(5.8)	(4.9)	(13.0)	(4.4)	(6.8)	(8.2)
Probably won't	29.9	40.1	28.0	36.5	28.1	35.0	37.1	32.2	20.1
	(8.9)	(9.6)	(7.2)	(7.9)	(5.8)	(14.6)	(8.0)	(8.5)	(7.1)
Definitely won't	52.2	49.6	38.1	45.0	48.2	41.4	52.3	40.5	46.0
	(9.7)	(9.8)	(7.8)	(8.2)	(6.4)	(15.1)	(8.2)	(8.9)	(8.8)
Number of respondents	64	83	129	70	214	27	106	103	106

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* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.

** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews.

Table 8A: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Parent Expectations	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with likelihood of getting a paid job:*												
Definitely will	41.5	39.5	55.4	65.1	43.9	38.8	42.6	53.2	29.6	43.7	43.8	27.8
	(4.8)	(6.7)	(12.4)	(18.8)	(5.8)	(7.8)	(8.0)	(9.6)	(7.1)	(5.8)	(12.8)	(11.2)
Probably will	39.8	40.3	39.8	15.6	36.3	43.5	48.7	32.1	37.7	39.2	39.7	42.7
	(4.8)	(6.8)	(12.2)	(14.3)	(5.6)	(7.9)	(8.1)	(9.0)	(7.5)	(5.7)	(12.6)	(12.3)
Probably won't	9.5	10.1	1.1	6.9	8.1	11.0	3.1	5.3	19.8	8.3	5.4	19.5
	(2.9)	(4.2)	(2.6)	(10.0)	(3.2)	(5.0)	(2.8)	(4.3)	(6.2)	(3.2)	(5.8)	(9.9)
Definitely won't	9.3	10.1	3.7	12.3	11.7	6.7	5.7	9.4	12.8	8.8	11.2	10.0
	(2.8)	(4.2)	(4.7)	(13.0)	(3.7)	(4.0)	(3.8)	(5.6)	(5.2)	(3.3)	(8.1)	(7.5)
Number of respondents	358	127	64	17	197	161	127	107	124	258	50	50
Percentage with likelihood of living on their own:**												
Definitely will	33.8	33.4	41.3	43.6	36.3	30.9	35.7	36.7	28.5	33.0	36.0	35.4
	(3.4)	(4.9)	(7.7)	(13.1)	(4.3)	(5.3)	(6.3)	(6.0)	(5.1)	(4.1)	(8.2)	(9.2)
Probably will	37.4	39.0	43.0	35.2	38.4	36.3	40.1	39.9	32.0	37.4	40.7	33.8
	(3.5)	(5.1)	(7.8)	(12.6)	(4.4)	(5.6)	(6.5)	(6.1)	(5.3)	(4.2)	(8.4)	(9.1)
Probably won't	14.1	15.6	9.6	9.7	11.4	17.2	14.4	11.8	16.5	14.7	13.1	11.6
	(2.5)	(3.8)	(4.6)	(7.8)	(2.8)	(4.4)	(4.6)	(4.0)	(4.2)	(3.1)	(5.8)	(6.2)
Definitely won't	14.7	12.0	6.1	11.5	14.0	15.6	9.8	11.6	23.1	14.9	10.2	19.3
	(2.5)	(3.4)	(3.8)	(8.4)	(3.1)	(4.2)	(3.9)	(4.0)	(4.8)	(3.1)	(5.2)	(7.6)
Number of respondents	648	205	129	38	367	281	192	236	220	463	104	81

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* Of those with a child not already employed. See Table 43 for percentage not working for pay.

** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews

Table 8B: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

Parent Expectations	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Percentage with likelihood of getting a paid job:*				
Definitely will	51.6	27.4	47.3	47.3
	(6.6)	(6.8)	(7.6)	(8.8)
Probably will	37.1	40.5	40.0	34.5
	(6.4)	(7.5)	(7.4)	(8.3)
Probably won't	6.8	14.4	8.3	10.8
	(3.3)	(5.4)	(4.2)	(5.4)
Definitely won't	4.5	17.8	4.4	7.4
	(2.7)	(5.9)	(3.1)	(4.6)
Number of respondents	190	142	123	138
Percentage with likelihood of living on their own:**				
Definitely will	39.2	23.2	38.5	35.6
	(4.6)	(5.1)	(5.4)	(6.5)
Probably will	41.2	28.9	41.4	34.4
	(4.7)	(5.5)	(5.4)	(6.4)
Probably won't	12.5	18.0	12.6	13.5
	(3.1)	(4.6)	(3.7)	(4.6)
Definitely won't	7.1	29.9	7.4	16.5
	(2.4)	(5.5)	(2.9)	(5.0)
Number of respondents	342	261	252	223

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* Of those with a child not already employed. See Table 43 for percentage not working for pay.

** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews

Table 8C: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

Parent Expectations	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with likelihood of getting a paid job:*									
Definitely will	41.4	35.4	52.1	29.3	51.1	29.5	31.7	55.7	40.9
	(9.0)	(9.0)	(8.1)	(6.0)	(7.4)	(10.0)	(6.9)	(9.4)	(9.0)
Probably will	40.8	47.0	27.3	49.1	30.5	59.8	45.6	32.5	39.2
	(9.0)	(9.4)	(7.2)	(6.6)	(6.8)	(10.7)	(7.4)	(8.9)	(8.9)
Probably won't	8.9	10.2	9.7	12.2	8.9	1.4	10.8	7.6	10.1
	(5.2)	(5.7)	(4.8)	(4.3)	(4.2)	(2.5)	(4.6)	(5.0)	(5.5)
Definitely won't	8.8	7.4	10.8	9.5	9.5	9.4	11.9	4.2	9.8
	(5.2)	(4.9)	(5.0)	(3.9)	(4.3)	(6.4)	(4.8)	(3.8)	(5.4)
Number of respondents	92	97	126	107	193	42	128	120	106
Percentage with likelihood of living on their own:**									
Definitely will	24.7	27.4	49.5	28.4	39.2	10.8	18.5	36.7	48.6
	(6.5)	(6.2)	(5.5)	(5.2)	(4.8)	(6.0)	(4.9)	(6.3)	(5.9)
Probably will	46.9	40.6	31.6	46.0	32.4	45.4	46.4	40.3	24.7
	(7.5)	(6.8)	(5.1)	(5.7)	(4.6)	(9.6)	(6.3)	(6.4)	(5.1)
Probably won't	10.9	19.5	8.6	15.2	12.1	24.3	13.7	17.0	11.8
	(4.7)	(5.5)	(3.1)	(4.1)	(3.2)	(6.3)	(4.3)	(4.9)	(3.8)
Definitely won't	17.5	12.5	10.4	10.4	16.2	19.4	21.5	6.0	14.9
	(5.7)	(4.6)	(3.3)	(3.5)	(3.6)	(7.6)	(5.2)	(3.1)	(4.2)
Number of respondents	140	167	269	170	404	56	199	215	228

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* Of those with a child not already employed. See Table 43 for percentage not working for pay.

** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews.

Table 9A: TYPES AND GRADE LEVELS OF SCHOOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

School Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage whose school was a:												
Comprehensive secondary school	62.7	92.1	90.7	93.5	62.0	64.0	74.1	64.8	48.6	64.0	66.6	49.6
	(3.3)	(2.7)	(4.3)	(5.8)	(4.2)	(5.2)	(5.8)	(5.4)	(5.1)	(4.1)	(6.5)	(8.8)
Special school for students with disabilities	34.7	4.2	2.6	6.5	36.6	31.9	25.4	29.4	50.9	32.5	32.6	50.4
	(3.2)	(2.0)	(2.4)	(5.8)	(4.1)	(5.1)	(5.8)	(5.2)	(5.1)	(4.0)	(6.5)	(8.8)
Vocational/technical school	0.5	1.3	0.4	0.0	0.4	0.5	0.0	1.2	0.0	0.5	0.4	0.0
	(0.5)	(1.2)	(0.9)	(0.0)	(0.6)	(0.7)	(0.0)	(1.2)	(0.0)	(0.6)	(0.9)	(0.0)
Other type of school	2.1	2.4	6.3	0.0	0.9	3.7	0.5	4.6	0.5	3.0	0.4	0.0
	(1.0)	(1.6)	(3.6)	(0.0)	(0.8)	(2.0)	(0.9)	(2.4)	(0.8)	(1.5)	(0.9)	(0.0)
Number of respondents	761	227	145	47	436	322	216	290	255	515	152	87
Percentage whose school served grades:												
K through 8 or 12	33.0	2.9	6.4	15.1	33.0	32.6	21.2	32.8	45.1	31.2	30.0	47.9
	(3.2)	(1.7)	(3.6)	(8.4)	(4.0)	(5.1)	(5.4)	(5.3)	(5.1)	(3.9)	(6.4)	(8.8)
6 through 12	8.2	2.2	5.4	26.8	5.9	11.2	12.5	5.7	7.3	9.5	5.5	5.9
	(1.9)	(1.5)	(3.3)	(10.4)	(2.0)	(3.4)	(4.4)	(2.6)	(2.7)	(2.5)	(3.2)	(4.1)
6 or 7 through 8 or 9	4.2	7.0	8.1	2.2	5.8	2.3	11.6	1.8	0.0	5.8	0.4	1.2
	(1.4)	(2.6)	(4.0)	(3.4)	(2.0)	(1.6)	(4.2)	(1.5)	(0.0)	(2.0)	(0.8)	(1.9)
9 or 10 through 12	52.0	86.6	77.9	55.9	51.9	52.3	50.6	58.8	44.4	50.6	62.4	43.1
	(3.4)	(3.5)	(6.1)	(11.6)	(4.3)	(5.4)	(6.6)	(5.6)	(5.1)	(4.3)	(6.7)	(8.7)
Ungraded students only	2.5	1.4	2.2	0.0	3.3	1.6	4.0	0.9	3.2	2.9	1.7	2.0
	(1.1)	(1.2)	(2.2)	(0.0)	(1.5)	(1.3)	(2.6)	(1.0)	(1.8)	(1.4)	(1.8)	(2.5)
Number of respondents	761	227	145	47	436	322	216	290	255	515	152	87

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 9B: TYPES AND GRADE LEVELS OF SCHOOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
School Characteristics	Regular School	Special School	Partially Sighted	Blind
Percentage whose school was a:				
Comprehensive secondary school	96.0	0.0	73.0	44.7
	(1.7)	(0.0)	(4.3)	(6.2)
Special school for students with disabilities	0.0	100	25.1	50.7
	(0.0)	(0.0)	(4.2)	(6.2)
Vocational/technical school	0.7	0.0	1.0	0.0
	(0.7)	(0.0)	(1.0)	(0.0)
Other type of school	3.3	0.0	0.9	4.6
	(1.6)	(0.0)	(0.9)	(2.6)
Number of respondents	402	359	341	261
Percentage whose school served grades:				
K through 8 or 12	5.0	85.8	23.5	47.7
	(1.9)	(3.6)	(4.1)	(6.2)
6 through 12	9.0	6.9	10.2	7.3
	(2.5)	(2.6)	(2.9)	(3.2)
6 or 7 through 8 or 9	6.5	0.0	4.4	2.5
	(2.2)	(0.0)	(2.0)	(1.9)
9 or 10 through 12	79.6	0.0	61.4	38.0
	(3.6)	(0.0)	(4.7)	(6.0)
Ungraded students only	0.0	7.3	0.4	4.6
	(0.0)	(2.7)	(0.6)	(2.6)
Number of respondents	402	359	341	261

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 9C: TYPES AND GRADE LEVELS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

School Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage whose school was a:									
Comprehensive secondary school	50.8	63.6	72.4	70.4	58.8	74.7	61.5	61.7	63.4
	(7.7)	(6.6)	(5.0)	(5.4)	(4.7)	(7.7)	(6.0)	(6.6)	(5.8)
Special school for students with disabilities	41.4	36.0	25.5	28.1	38.2	16.6	37.2	31.9	35.1
	(7.6)	(6.6)	(4.9)	(5.3)	(4.7)	(6.6)	(5.9)	(6.3)	(5.8)
Vocational/technical school	1.3	0.0	0.6	0.4	0.0	6.0	1.3	0.0	0.3
	(1.7)	(0.0)	(0.9)	(0.7)	(0.0)	(4.2)	(1.4)	(0.0)	(0.7)
Other type of school	6.5	0.4	1.5	1.1	3.0	2.6	0.0	6.4	1.1
	(3.8)	(0.9)	(1.4)	(1.2)	(1.6)	(2.8)	(0.0)	(3.3)	(1.3)
Number of respondents	137	170	258	167	413	60	202	212	219
Percentage whose school served grades:									
K through 8 or 12	42.5	35.4	23.6	27.6	36.8	15.1	33.8	34.6	33.4
	(7.6)	(6.6)	(4.8)	(5.3)	(4.6)	(6.3)	(5.8)	(6.4)	(5.7)
6 through 12	7.0	6.3	6.0	5.4	8.2	2.2	3.1	12.9	1.6
	(3.9)	(3.3)	(2.7)	(2.7)	(2.6)	(2.6)	(2.1)	(4.5)	(1.5)
6 or 7 through 8 or 9	5.4	4.7	6.5	4.8	3.8	12.6	4.7	2.5	8.0
	(3.5)	(2.9)	(2.8)	(2.6)	(1.8)	(5.8)	(2.6)	(2.1)	(3.3)
9 or 10 through 12	39.9	51.4	63.6	60.3	48.3	68.7	52.7	50.0	55.8
	(7.5)	(6.9)	(5.4)	(5.8)	(4.8)	(8.2)	(6.1)	(6.8)	(6.0)
Ungraded students only	5.3	2.2	0.3	1.9	2.9	1.4	5.6	0.0	1.1
	(3.4)	(2.0)	(0.7)	(1.6)	(1.6)	(2.0)	(2.8)	(0.0)	(1.3)
Number of respondents	137	170	258	167	413	60	202	212	219

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10A: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Student Enrollment	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average enrollment of:												
All students	914	1485	1335	835	930	897	977	941	815	905	1003	842
	(61.1)	(107)	(117)	(118)	(84.0)	(86.8)	(113)	(96.8)	(103)	(72.7)	(147)	(162)
Secondary special education students	95	129	99	56	97	94	93	93	101	93	102	98
	(4.5)	(9.1)	(9.0)	(6.9)	(5.6)	(7.2)	(9.1)	(7.3)	(6.7)	(5.8)	(8.3)	(10.9)
Number of respondents	737	214	136	45	420	314	207	284	246	499	148	83
Average secondary school enrollment of students categorized as:												
Learning disabled	35	61	56	34	34	37	42	32	32	35	36	35
	(3.2)	(6.6)	(5.4)	(6.0)	(3.9)	(5.3)	(6.7)	(4.9)	(4.9)	(4.1)	(6.4)	(7.7)
Emotionally disturbed	6	10	10	4	6	6	6	6	5	6	6	5
	(0.7)	(1.3)	(2.0)	(1.7)	(1.0)	(1.1)	(1.4)	(1.3)	(1.0)	(0.9)	(1.5)	(1.7)
Speech impaired	1	3	1	0	1	1	1	1	1	1	1	1
	(0.4)	(0.9)	(0.8)	(0.3)	(0.4)	(0.6)	(0.8)	(0.5)	(0.6)	(0.3)	(0.7)	(0.5)
Mentally retarded	6	12	6	5	5	7	6	8	3	6	7	3
	(1.2)	(2.9)	(2.7)	(2.6)	(1.4)	(2.2)	(2.3)	(2.4)	(1.4)	(1.5)	(3.3)	(1.7)
Deaf/hard of hearing	10	4	3	0	12	9	9	9	14	10	11	12
	(2.1)	(0.7)	(0.7)	(0.2)	(2.7)	(3.2)	(3.7)	(3.4)	(3.5)	(2.6)	(4.3)	(5.4)
Visually impaired	16	5	2	4	17	15	9	16	22	15	18	17
	(1.9)	(0.6)	(0.5)	(3.4)	(2.5)	(3.0)	(2.6)	(3.3)	(3.5)	(2.4)	(4.7)	(4.2)
Orthopedically impaired	2	4	2	1	2	2	2	2	2	2	1	3
	(0.6)	(1.5)	(0.7)	(0.2)	(0.4)	(1.2)	(0.9)	(1.0)	(0.9)	(0.7)	(0.6)	(1.9)
Other health impaired	1	1	2	0	1	1	1	1	0	1	0	2
	(0.3)	(0.8)	(0.7)	(0.4)	(0.2)	(0.7)	(0.4)	(0.7)	(0.2)	(0.4)	(0.2)	(0.8)
Multiply impaired, deaf/blind	6	3	3	1	6	6	6	4	7	6	6	6
	(0.8)	(1.2)	(1.5)	(0.6)	(1.0)	(1.3)	(1.8)	(1.1)	(1.3)	(1.1)	(1.6)	(1.7)
Number of respondents	732	209	136	45	419	310	205	281	246	495	147	83
Percentage in schools with minority student enrollment of:												
10% or less	33.8	13.6	41.4	64.8	34.0	33.8	34.8	36.1	29.6	33.6	40.0	25.7
	(3.3)	(3.5)	(7.5)	(11.6)	(4.1)	(5.4)	(6.4)	(5.6)	(4.9)	(4.1)	(7.2)	(7.9)
11% to 25%	14.3	9.4	23.8	16.4	14.2	14.5	18.2	12.1	13.1	14.6	11.7	17.2
	(2.4)	(3.0)	(6.5)	(9.0)	(3.0)	(4.0)	(5.2)	(3.8)	(3.6)	(3.1)	(4.7)	(6.9)
26% to 50%	33.8	28.8	25.3	9.8	33.3	34.2	29.0	32.8	40.6	32.9	29.8	47.2
	(3.3)	(4.7)	(6.6)	(7.2)	(4.1)	(5.4)	(6.1)	(5.5)	(5.3)	(4.1)	(6.7)	(9.1)
More than 50%	18.0	48.2	9.5	9.0	18.5	17.5	18.1	19.0	16.7	18.9	18.5	9.9
	(2.7)	(5.2)	(4.5)	(6.9)	(3.4)	(4.3)	(5.2)	(4.6)	(4.0)	(3.4)	(5.7)	(5.4)
Number of respondents	706	220	139	45	409	295	211	263	232	486	135	78

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10B: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
Student Enrollment	Regular School	Special School	Partially Sighted	Blind
Average enrollment of:				
All students	1324 (77.8)	155 (7.9)	993 (81.5)	757 (128)
Secondary special education students	100 (6.5)	88 (5.1)	95 (5.8)	91 (7.5)
Number of respondents	380	357	329	255
Average secondary school enrollment of students categorized as:				
Learning disabled	54 (4.3)	2 (1.1)	40 (4.4)	25 (5.1)
Emotionally disturbed	9 (1.1)	1 (0.3)	7 (1.0)	4 (1.2)
Speech impaired	2 (0.6)	0 (0.0)	1 (0.6)	1 (0.6)
Mentally retarded	9 (1.9)	1 (0.7)	6 (1.9)	5 (1.8)
Deaf/hard of hearing	3 (0.5)	25 (4.8)	11 (3.2)	9 (3.5)
Visually impaired	3 (0.4)	39 (3.7)	11 (2.0)	26 (4.4)
Orthopedically impaired	2 (0.5)	2 (1.1)	2 (0.5)	2 (1.2)
Other health impaired	1 (0.3)	1 (0.6)	1 (0.3)	1 (0.6)
Multiply impaired, deaf/blind	2 (0.6)	13 (1.6)	4 (0.8)	7 (1.8)
Number of respondents	375	357	327	253
Percentage in schools with minority student enrollment of:				
10% or less	35.2 (4.3)	31.1 (4.9)	37.9 (4.8)	40.0 (6.4)
11% to 25%	16.2 (3.3)	10.5 (3.3)	12.5 (3.3)	10.6 (4.0)
26% to 50%	23.2 (3.8)	55.7 (5.3)	31.8 (4.6)	37.1 (6.3)
More than 50%	25.5 (3.9)	2.7 (1.7)	17.8 (3.8)	12.3 (4.3)
Number of respondents	387	319	314	237

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10C: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

Student Enrollment	Household Income: Under $12,000	Household Income: 12,000- $24,999	Household Income: $25,000 and Over	Ethnicity: Black	Ethnicity: White	Ethnicity: Hispanic	Head of Household's Education: No High School Diploma	Head of Household's Education: High School Diploma	Head of Household's Education: Beyond High School
Average enrollment of:									
All students	756	897	1010	1070	834	1416	916	789	1034
	(138)	(122)	(107)	(129)	(83.3)	(160)	(124)	(92.7)	(122)
Secondary special education students	94	100	94	112	86	136	110	85	89
	(11.0)	(9.3)	(6.4)	(9.9)	(5.3)	(17.1)	(9.3)	(8.8)	(6.8)
Number of respondents	132	164	251	157	407	55	193	206	213
Average secondary school enrollment of students categorized as:									
Learning disabled	28	39	41	41	32	66	41	32	34
	(7.7)	(7.2)	(4.6)	(6.1)	(4.0)	(14.8)	(7.2)	(5.8)	(4.6)
Emotionally disturbed	5	6	7	7	5	12	6	6	6
	(1.6)	(1.5)	(1.2)	(1.4)	(0.9)	(2.6)	(1.4)	(1.4)	(1.3)
Speech impaired	1	1	1	1	1	4	1	1	1
	(0.8)	(0.5)	(0.4)	(0.5)	(0.3)	(1.5)	(0.6)	(0.5)	(0.5)
Mentally retarded	7	5	6	10	4	4	7	4	5
	(2.9)	(2.0)	(2.4)	(3.5)	(1.3)	(1.5)	(2.4)	(2.0)	(2.4)
Deaf/hard of hearing	16	12	5	17	9	2	12	11	7
	(5.7)	(4.9)	(2.2)	(5.1)	(2.5)	(0.6)	(3.9)	(4.7)	(3.0)
Visually impaired	17	20	15	11	18	22	18	15	18
	(4.7)	(4.2)	(3.3)	(2.6)	(3.0)	(7.0)	(3.8)	(3.8)	(3.8)
Orthopedically impaired	2	1	3	2	2	5	2	2	2
	(0.9)	(0.5)	(1.1)	(1.2)	(0.6)	(2.8)	(1.0)	(1.2)	(0.8)
Other health impaired	0	0	1	1	1	2	0	1	1
	(0.1)	(0.1)	(0.6)	(0.8)	(0.3)	(1.9)	(0.6)	(0.7)	(0.3)
Multiply impaired, deaf/blind	7	4	5	5	6	8	7	5	5
	(2.3)	(1.1)	(1.2)	(1.5)	(1.2)	(2.7)	(1.9)	(1.3)	(1.2)
Number of respondents	131	162	249	154	405	55	192	203	212
Percentage in schools with minority student enrollment of:									
10% or less	32.5	32.8	36.3	10.8	44.4	8.0	29.7	42.8	26.0
	(7.4)	(6.7)	(5.6)	(3.8)	(4.9)	(5.0)	(5.7)	(6.9)	(5.5)
11% to 25%	9.6	14.5	19.4	8.4	18.5	6.1	11.5	13.7	22.4
	(4.7)	(5.0)	(4.6)	(3.4)	(3.9)	(4.4)	(4.0)	(4.8)	(5.2)
26% to 50%	34.0	33.8	30.1	39.6	32.5	26.5	35.2	24.1	39.7
	(7.5)	(6.8)	(5.3)	(6.0)	(4.7)	(8.1)	(6.0)	(6.0)	(6.1)
More than 50%	23.8	18.9	14.3	41.2	4.6	59.3	23.7	19.3	11.9
	(6.7)	(5.6)	(4.0)	(6.0)	(2.1)	(9.0)	(5.3)	(5.5)	(4.1)
Number of respondents	128	157	242	159	381	56	188	198	204

Source: Survey of Secondary Special Education Programs. [a] Data are for the most recent year in school.

Table 10A: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Student Enrollment	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with low income student enrollment of:												
Less than 10%	17.1	15.9	38.1	18.3	16.6	17.7	15.4	21.9	12.4	18.8	15.1	10.5
	(2.6)	(3.8)	(7.4)	(9.3)	(3.3)	(4.4)	(4.9)	(4.9)	(3.5)	(3.4)	(5.2)	(5.7)
10% to 25%	29.3	33.8	36.4	43.0	29.0	29.9	29.9	28.1	30.3	27.6	32.6	35.3
	(3.2)	(4.9)	(7.3)	(11.9)	(4.0)	(5.2)	(6.2)	(5.3)	(4.9)	(3.9)	(6.8)	(8.9)
26% to 50%	28.5	27.5	13.8	29.0	25.7	32.3	30.2	26.5	29.5	27.5	31.9	26.5
	(3.2)	(4.6)	(5.3)	(10.9)	(3.8)	(5.4)	(6.2)	(5.2)	(4.9)	(3.9)	(6.8)	(8.2)
More than 50%	25.1	22.8	11.7	9.7	28.7	20.2	24.6	23.4	27.9	26.1	20.4	27.8
	(3.0)	(4.4)	(4.9)	(7.1)	(4.0)	(4.6)	(5.8)	(5.0)	(4.8)	(3.9)	(5.9)	(8.4)
Number of respondents	701	219	137	44	405	294	209	261	231	480	137	77
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*												
50% or less	6.4	16.6	0.5	1.0	6.7	5.9	4.5	4.0	11.0	5.6	7.1	9.3
	(1.8)	(4.3)	(1.2)	(2.4)	(2.3)	(2.7)	(3.1)	(2.4)	(3.4)	(2.1)	(3.7)	(5.6)
51% to 75%	24.3	31.4	21.7	17.9	24.4	24.1	29.1	24.5	20.2	24.6	24.4	23.4
	(3.1)	(5.4)	(6.8)	(9.3)	(4.0)	(5.0)	(6.9)	(5.2)	(4.3)	(4.0)	(6.2)	(8.1)
76% to 95%	56.7	47.5	46.3	59.5	60.5	52.2	47.1	58.1	62.7	53.2	66.3	58.0
	(3.6)	(5.8)	(8.2)	(12.0)	(4.5)	(5.8)	(7.5)	(5.9)	(5.2)	(4.6)	(6.8)	(9.4)
More than 95%	12.6	4.5	31.5	21.6	8.4	17.9	19.4	13.5	6.1	16.6	2.2	9.3
	(2.4)	(2.4)	(7.6)	(10.0)	(2.6)	(4.4)	(6.0)	(4.1)	(2.6)	(3.5)	(2.1)	(5.5)
Number of respondents	663	181	120	43	378	283	165	261	237	436	143	77
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*												
25% or less	32.2	16.2	9.3	17.9	36.3	27.2	33.7	25.9	39.2	33.0	33.5	24.3
	(3.5)	(4.3)	(4.9)	(9.6)	(4.5)	(5.3)	(7.5)	(5.3)	(5.3)	(4.5)	(7.0)	(8.2)
26% to 50%	36.5	35.4	44.0	69.0	32.0	41.9	36.9	38.5	33.5	35.7	42.4	33.0
	(3.6)	(5.6)	(8.3)	(11.6)	(4.4)	(5.9)	(7.6)	(5.9)	(5.1)	(4.5)	(7.3)	(9.0)
51% to 75%	23.2	36.5	30.2	13.1	22.2	24.3	24.2	27.9	16.3	23.8	21.2	24.5
	(3.1)	(5.7)	(7.7)	(8.5)	(3.9)	(5.1)	(6.8)	(5.5)	(4.0)	(4.0)	(6.1)	(8.3)
More than 75%	8.1	11.9	16.4	0.0	9.5	6.5	5.1	7.8	11.1	7.4	2.9	18.2
	(2.0)	(3.8)	(6.2)	(0.0)	(2.7)	(2.9)	(3.5)	(3.3)	(3.4)	(2.5)	(2.5)	(7.4)
Number of respondents	653	177	116	40	371	280	161	259	233	433	137	76

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* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10B: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

Student Enrollment	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Percentage in schools with low income student enrollment of:				
Less than 10%	25.2	0.3	15.0	19.5
	(3.9)	(0.6)	(3.5)	(5.2)
10% to 25%	36.5	14.5	31.3	29.7
	(4.4)	(3.7)	(4.6)	(6.1)
26% to 50%	23.3	39.5	25.8	28.4
	(3.8)	(5.2)	(4.4)	(6.0)
More than 50%	15.1	45.8	27.9	22.4
	(3.2)	(5.3)	(4.5)	(5.5)
Number of respondents	383	318	315	234
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*				
50% or less	5.4	8.0	4.1	6.8
	(2.2)	(2.7)	(2.0)	(3.4)
51% to 75%	25.3	22.4	29.3	14.1
	(4.3)	(4.2)	(4.7)	(4.7)
76% to 95%	50.3	68.7	54.7	68.9
	(4.9)	(4.6)	(5.1)	(6.2)
More than 95%	19.0	0.8	11.9	10.2
	(3.8)	(0.9)	(3.3)	(4.0)
Number of respondents	333	330	308	230
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*				
25% or less	13.1	65.5	25.4	35.7
	(3.4)	(5.0)	(4.6)	(6.4)
26% to 50%	47.2	17.8	42.7	30.6
	(5.0)	(4.0)	(5.2)	(6.2)
51% to 75%	29.1	13.0	24.3	23.7
	(4.5)	(3.5)	(4.5)	(5.7)
More than 75%	10.6	3.7	7.6	10.0
	(3.1)	(2.0)	(2.8)	(4.0)
Number of respondents	323	330	298	228

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* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10C: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Student Enrollment	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with low income student enrollment of:									
Less than 10%	12.3	9.0	27.4	7.4	21.3	6.7	9.7	16.3	28.3
	(5.2)	(4.1)	(5.2)	(3.3)	(4.1)	(4.5)	(3.7)	(5.3)	(5.7)
10% to 25%	31.0	30.1	31.0	28.8	30.9	25.4	27.8	36.1	24.7
	(7.4)	(6.6)	(5.4)	(5.6)	(4.6)	(7.8)	(5.6)	(6.8)	(5.5)
26% to 50%	24.6	30.5	25.5	26.2	28.6	32.9	28.3	25.3	31.5
	(6.9)	(6.6)	(5.1)	(5.5)	(4.5)	(8.4)	(5.6)	(6.2)	(5.9)
More than 50%	32.1	30.4	16.1	37.5	19.2	34.9	34.2	22.3	15.4
	(7.4)	(6.6)	(4.3)	(6.0)	(3.9)	(8.5)	(5.9)	(5.9)	(4.6)
Number of respondents	126	156	239	154	380	58	191	193	200
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*									
50% or less	7.2	3.0	8.3	12.1	4.6	9.1	6.2	6.2	6.8
	(4.4)	(2.6)	(3.3)	(4.4)	(2.1)	(6.0)	(3.2)	(3.5)	(3.2)
51% to 75%	27.9	38.4	14.6	40.6	19.6	25.8	36.8	18.1	20.2
	(7.6)	(7.5)	(4.3)	(6.6)	(4.0)	(9.1)	(6.5)	(5.5)	(5.1)
76% to 95%	54.4	50.1	56.9	44.9	60.0	63.1	51.3	59.5	57.6
	(8.4)	(7.7)	(6.0)	(6.7)	(4.9)	(10.0)	(6.7)	(7.1)	(6.3)
More than 95%	10.5	8.5	20.2	2.4	15.9	1.9	5.8	16.2	15.4
	(5.2)	(4.3)	(4.9)	(2.1)	(3.7)	(2.8)	(3.1)	(5.3)	(4.6)
Number of respondents	117	140	229	134	378	44	168	194	186
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*									
25% or less	40.1	29.7	27.2	29.9	32.6	35.1	36.7	26.1	34.0
	(8.4)	(7.0)	(5.5)	(6.2)	(4.9)	(9.8)	(6.5)	(6.5)	(6.5)
26% to 50%	35.3	50.4	36.7	41.9	38.1	27.5	35.9	54.8	26.2
	(8.2)	(7.7)	(5.9)	(6.7)	(5.0)	(9.2)	(6.4)	(7.3)	(6.0)
51% to 75%	21.9	14.8	23.6	21.6	20.2	34.1	21.9	17.0	21.6
	(7.1)	(5.5)	(5.2)	(5.6)	(4.2)	(9.8)	(5.5)	(5.5)	(5.6)
More than 75%	2.6	5.1	12.5	6.5	9.2	3.3	5.4	2.1	18.2
	(2.7)	(3.4)	(4.1)	(3.3)	(3.0)	(3.7)	(3.0)	(2.1)	(5.3)
Number of respondents	116	140	223	134	368	45	169	188	183

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* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11A: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Staffing Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
For students in secondary schools, percentage in schools whose FTE special education staff included:												
Fewer than 5 professionals	14.9	10.8	23.6	35.0	15.5	14.2	14.3	19.6	9.4	15.9	19.8	0.0
	(2.5)	(3.2)	(6.3)	(11.2)	(3.2)	(4.0)	(4.8)	(4.7)	(3.1)	(3.2)	(5.7)	(0.0)
5 to 10 professionals	32.3	48.0	40.9	47.9	27.7	38.2	40.9	33.6	22.0	33.1	32.5	27.0
	(3.3)	(5.1)	(7.3)	(11.7)	(4.0)	(5.5)	(6.8)	(5.5)	(4.4)	(4.1)	(6.7)	(8.4)
11 to 25 professionals	20.8	31.4	32.4	4.9	21.3	20.3	22.5	18.1	22.7	19.8	19.2	27.0
	(2.8)	(4.8)	(7.0)	(5.1)	(3.6)	(4.6)	(5.7)	(4.5)	(4.5)	(3.5)	(5.6)	(8.4)
More than 25 professionals	32.0	9.9	3.1	12.2	35.5	27.2	22.3	28.8	45.9	31.1	28.4	46.0
	(3.3)	(3.1)	(2.6)	(7.7)	(4.2)	(5.0)	(5.7)	(5.3)	(5.3)	(4.1)	(6.4)	(9.4)
Number of respondents	707	224	141	46	411	293	198	269	240	482	141	77
For students in secondary schools, average ratio of secondary special education students to special education professionals	8.7	11.4	12.1	11.9	8.5	9.0	9.7	9.2	7.1	8.6	10.5	6.4
	(0.5)	(0.6)	(0.9)	(1.7)	(0.6)	(0.8)	(1.0)	(0.8)	(0.7)	(0.6)	(1.1)	(1.1)
Number of respondents	689	212	136	45	399	287	191	265	233	470	137	75
Percentage in schools with:												
Case managers for special ed. students	81.5	89.0	95.0	87.7	79.4	84.3	84.1	83.6	75.6	81.8	81.6	81.6
	(2.9)	(3.6)	(3.4)	(8.2)	(3.8)	(4.5)	(5.2)	(4.7)	(5.0)	(3.7)	(6.2)	(6.8)
Staff responsible for finding jobs for special ed. students	51.8	67.4	58.5	36.2	51.8	51.9	56.3	46.2	54.9	49.0	57.3	59.0
	(3.7)	(5.3)	(7.8)	(11.9)	(4.7)	(5.8)	(7.0)	(6.1)	(5.5)	(4.7)	(7.4)	(8.5)
Number of respondents	614	186	129	41	355	257	188	234	192	417	118	74
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*												
10% or less	53.8	62.9	49.1	45.0	56.9	50.1	64.0	47.5	50.0	55.6	52.8	39.1
	(4.8)	(5.7)	(8.3)	(13.0)	(6.0)	(7.8)	(7.8)	(7.9)	(9.1)	(6.0)	(10.0)	(13.9)
11% to 25%	9.1	3.2	15.0	10.1	9.0	9.1	6.3	12.1	7.7	7.4	9.6	22.1
	(2.8)	(2.1)	(5.9)	(7.9)	(3.5)	(4.5)	(4.0)	(5.2)	(4.9)	(3.1)	(5.9)	(11.8)
26% to 50%	7.3	5.3	6.2	12.5	6.6	8.1	8.4	3.6	12.4	5.8	7.3	20.1
	(2.5)	(2.6)	(4.0)	(8.6)	(3.0)	(4.3)	(4.5)	(2.9)	(6.0)	(2.8)	(5.2)	(11.4)
More than 50%	29.9	28.6	29.7	32.3	27.4	32.7	21.4	36.8	29.9	31.2	30.3	18.8
	(4.4)	(5.3)	(7.6)	(12.2)	(5.4)	(7.3)	(6.7)	(7.6)	(8.4)	(5.6)	(9.2)	(11.1)
Number of respondents	333	176	118	39	189	144	125	133	75	236	69	26

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11B: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
Staffing Characteristics	Regular School	Special School	Partially Sighted	Blind
For students in secondary schools, percentage in schools whose FTE special education staff included:				
Fewer than 5 professionals	22.0	0.0	16.8	14.8
	(3.7)	(0.0)	(3.8)	(4.6)
5 to 10 professionals	47.5	0.4	39.6	20.3
	(4.4)	(0.7)	(4.9)	(5.2)
11 to 25 professionals	25.6	10.7	19.9	18.6
	(3.9)	(3.4)	(4.0)	(5.1)
More than 25 professionals	4.8	88.8	23.6	46.3
	(1.9)	(3.5)	(4.3)	(6.5)
Number of respondents	394	313	311	240
For students in secondary schools, average ratio of secondary special education students to special education professionals	12.1	1.7	10.3	6.8
	(0.5)	(0.1)	(0.8)	(0.8)
Number of respondents	378	311	302	236
Percentage in schools with:				
Case managers for special ed. students	92.2	58.0	82.0	79.6
	(2.6)	(5.7)	(4.0)	(5.8)
Staff responsible for finding jobs for special ed. students	56.8	42.0	51.1	52.0
	(4.7)	(5.4)	(5.2)	(6.8)
Number of respondents	340	274	289	202
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*				
10% or less	53.8	---	52.8	56.8
	(4.8)		(6.6)	(10.6)
11% to 25%	9.1	---	11.4	8.0
	(2.8)		(4.2)	(5.8)
26% to 50%	7.3	---	9.8	2.7
	(2.5)		(3.9)	(3.4)
More than 50%	29.9	---	26.0	32.6
	(4.4)		(5.8)	(10.0)
Number of respondents	333	0	166	85

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11C: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Staffing Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
For students in secondary schools, percentage in schools whose FTE special education staff included:									
Fewer than 5 professionals	15.2	15.1	25.2	8.7	20.5	9.8	8.5	25.1	19.0
	(5.7)	(5.2)	(5.0)	(3.4)	(4.1)	(5.2)	(3.6)	(6.1)	(4.9)
5 to 10 professionals	29.8	26.2	28.7	39.9	25.4	36.4	27.3	27.8	30.5
	(7.3)	(6.3)	(5.2)	(5.9)	(4.4)	(8.5)	(5.7)	(6.3)	(5.8)
11 to 25 professionals	13.7	22.9	21.6	21.3	21.5	26.9	25.3	15.6	24.7
	(5.5)	(6.1)	(4.8)	(5.0)	(4.2)	(7.8)	(5.5)	(5.1)	(5.4)
More than 25 professionals	41.3	35.8	24.5	30.1	32.7	26.9	38.8	31.5	25.8
	(7.9)	(6.9)	(5.0)	(5.6)	(4.7)	(7.8)	(6.2)	(6.6)	(5.5)
Number of respondents	127	154	242	161	372	60	188	196	202
For students in secondary schools, average ratio of secondary special education students to special education professionals	7.4	8.4	11.1	9.2	8.8	8.9	7.9	9.4	8.8
	(1.0)	(0.9)	(1.0)	(0.9)	(0.7)	(1.2)	(0.8)	(1.1)	(0.9)
Number of respondents	123	150	237	154	368	55	179	192	199
Percentage in schools with:									
Case managers for special ed. students	71.8	85.5	88.6	75.2	84.3	85.7	82.5	77.2	87.8
	(7.7)	(5.4)	(4.0)	(5.8)	(3.9)	(7.1)	(5.1)	(6.5)	(4.5)
Staff responsible for finding jobs for special ed. students	48.0	47.9	49.9	47.4	52.2	58.1	57.9	42.1	53.3
	(8.5)	(7.4)	(6.1)	(6.4)	(5.2)	(10.4)	(6.6)	(7.3)	(6.7)
Number of respondents	112	138	203	136	330	42	168	166	170
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*									
10% or less	62.2	58.5	45.0	60.3	49.8	39.0	58.7	45.7	54.2
	(12.1)	(9.8)	(7.2)	(7.9)	(7.0)	(10.8)	(8.4)	(10.2)	(7.7)
11% to 25%	1.2	4.2	16.0	5.6	10.9	14.9	3.5	9.9	12.3
	(2.8)	(4.0)	(5.3)	(3.7)	(4.4)	(7.9)	(3.1)	(6.2)	(5.1)
26% to 50%	1.2	9.1	4.2	2.9	9.2	8.2	4.2	7.8	10.2
	(2.8)	(5.7)	(2.9)	(2.7)	(4.1)	(6.1)	(3.4)	(5.5)	(4.7)
More than 50%	35.4	28.3	34.8	31.2	30.1	37.9	33.7	36.5	23.3
	(12.0)	(9.0)	(6.9)	(7.5)	(6.4)	(10.8)	(8.0)	(9.9)	(6.5)
Number of respondents	51	68	137	83	167	38	91	87	109

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
School Policies	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
MAINSTREAMING												
Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	32.8	38.3	28.0	30.9	37.5	27.6	23.6	39.6	33.5	32.4	28.9	44.5
	(4.5)	(5.6)	(7.4)	(11.6)	(5.8)	(6.9)	(7.0)	(7.6)	(8.4)	(5.6)	(8.9)	(13.9)
Number of respondents	343	180	122	41	192	151	126	139	78	242	71	27
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*												
Special inservice training	50.5	49.3	61.7	35.8	44.8	56.9	51.0	47.3	55.5	50.3	45.8	62.9
	(4.8)	(5.8)	(7.9)	(12.1)	(5.9)	(7.6)	(8.1)	(7.8)	(8.9)	(5.9)	(9.8)	(13.5)
Consultation services	97.4	97.2	98.4	96.3	97.6	97.2	99.0	96.8	96.2	97.1	97.2	100
	(1.5)	(1.9)	(2.1)	(4.8)	(1.8)	(2.5)	(1.6)	(2.7)	(3.4)	(2.0)	(3.2)	(0.0)
Special materials	63.2	64.5	58.6	67.9	58.8	68.2	61.5	67.1	58.4	63.6	58.7	73.5
	(4.6)	(5.5)	(8.0)	(11.7)	(5.9)	(7.1)	(7.9)	(7.3)	(8.8)	(5.7)	(9.7)	(12.3)
Classroom aides	36.4	43.4	41.5	17.0	34.7	38.2	31.1	39.7	37.7	34.9	35.8	48.4
	(4.6)	(5.7)	(8.0)	(9.5)	(5.7)	(7.5)	(7.5)	(7.6)	(8.7)	(5.6)	(9.5)	(14.0)
Reduced class size	11.3	10.2	14.3	8.6	11.5	11.0	7.2	13.0	13.9	9.6	18.3	6.6
	(3.0)	(3.5)	(5.7)	(7.1)	(3.8)	(4.8)	(4.2)	(5.2)	(6.2)	(3.5)	(7.6)	(6.9)
None of these	0.7	1.7	0.0	0.0	1.0	0.3	0.0	1.1	0.8	1.0	0.0	0.0
	(0.8)	(1.5)	(0.0)	(0.0)	(1.2)	(0.9)	(0.0)	(1.6)	(1.6)	(1.1)	(0.0)	(0.0)
Number of respondents	346	181	124	41	195	151	129	139	78	245	71	27
GRADING												
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*												
On same standard as regular education students	62.9	81.3	64.3	30.8	72.0	52.2	62.5	62.5	64.2	64.0	49.3	85.9
	(4.9)	(4.8)	(8.2)	(12.1)	(5.6)	(8.2)	(8.2)	(7.9)	(9.2)	(6.0)	(10.5)	(10.4)
On different standard	36.0	18.7	32.5	69.2	28.0	45.4	34.2	37.5	35.8	34.4	50.7	14.1
	(4.8)	(4.8)	(8.0)	(12.1)	(5.6)	(8.2)	(8.1)	(7.9)	(9.2)	(5.9)	(10.5)	(10.4)
Did not grade mainstreamed students	1.1	0.0	3.1	0.0	0.0	2.4	3.3	0.0	0.0	1.6	0.0	0.0
	(1.1)	(0.0)	(3.0)	(0.0)	(0.0)	(2.5)	(3.0)	(0.0)	(0.0)	(1.5)	(0.0)	(0.0)
Number of respondents	311	163	111	37	179	132	117	126	68	222	63	23

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
School Policies	Regular School	Special School	Partially Sighted	Blind
MAINSTREAMING				
Of students in schools with nondisabled students, percentage in schoo' that expected mainstreamed students to keep up without special help*	32.8	---	30.2	45.4
	(4.5)		(6.0)	(10.5)
Number of respondents	343	0	173	88
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*				
Special inservice training	50.5	---	54.4	46.6
	(4.8)		(6.5)	(10.4)
Consultation services	97.4	---	97.1	100
	(1.5)		(2.2)	(0.0)
Special materials	63.2	---	62.8	64.3
	(4.6)		(6.3)	(10.0)
Classroom aides	36.4	---	36.9	42.6
	(4.6)		(6.3)	(10.3)
Reduced class size	11.3	---	11.2	10.0
	(3.0)		(4.1)	(6.3)
None of these	0.7	---	0.6	0.0
	(0.8)		(1.0)	(0.0)
Number of respondents	346	0	174	89
GRADING				
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*				
On same standard as regular education students	62.9	---	65.8	62.7
	(4.9)		(6.5)	(10.8)
On different standard	36.0	---	32.1	37.3
	(4.8)		(6.4)	(10.8)
Did not grade mainstreamed students	1.1	---	2.1	0.0
	(1.1)		(1.9)	(0.0)
Number of respondents	311	0	157	78

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12C: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
School Policies	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
MAINSTREAMING									
Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	36.8	31.0	29.3	48.9	29.8	20.5	29.2	31.1	37.2
	(12.1)	(9.0)	(6.5)	(8.5)	(6.3)	(8.9)	(7.8)	(9.2)	(7.4)
Number of respondents	51	71	141	86	171	39	90	94	111
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*									
Special inservice training	49.4	44.0	54.7	45.4	53.9	54.5	42.5	54.6	54.8
	(12.3)	(9.7)	(7.1)	(8.4)	(6.9)	(10.9)	(8.4)	(9.8)	(7.5)
Consultation services	98.4	97.9	96.5	96.9	98.6	87.5	97.5	94.0	100
	(3.1)	(2.8)	(2.6)	(2.9)	(1.6)	(7.3)	(2.7)	(4.7)	(0.0)
Special materials	64.2	61.7	65.6	61.2	65.4	69.5	59.3	71.2	57.5
	(11.8)	(9.5)	(6.8)	(8.2)	(6.6)	(10.1)	(8.4)	(8.9)	(7.5)
Classroom aides	44.9	31.0	43.0	29.7	39.4	40.4	28.6	47.2	41.6
	(12.2)	(9.0)	(7.1)	(7.7)	(6.7)	(10.8)	(7.7)	(9.8)	(7.5)
Reduced class size	5.5	5.5	18.0	4.2	13.6	13.4	12.4	11.8	11.2
	(5.6)	(4.4)	(5.5)	(3.4)	(4.7)	(7.5)	(5.6)	(6.3)	(4.8)
None of these	0.0	2.1	0.0	1.5	0.0	4.4	1.2	1.2	0.0
	(0.0)	(2.8)	(0.0)	(2.1)	(0.0)	(4.5)	(1.8)	(2.1)	(0.0)
Number of respondents	53	71	142	87	173	39	90	95	113
GRADING									
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*									
On same standard as regular education students	67.9	59.1	69.8	78.6	58.7	69.7	73.0	53.0	69.0
	(11.8)	(10.1)	(7.0)	(7.4)	(7.1)	(11.1)	(7.9)	(10.4)	(7.6)
On different standard	32.1	36.1	30.2	21.4	41.3	30.3	27.0	47.0	26.2
	(11.8)	(9.8)	(7.0)	(7.4)	(7.1)	(11.1)	(7.9)	(10.4)	(7.2)
Did not grade mainstreamed students	0.0	4.7	0.0	0.0	0.0	0.0	0.0	0.0	4.8
	(0.0)	(4.3)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(3.5)
Number of respondents	50	64	125	77	158	32	82	87	96

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Continued)

		Community			Gender		Age in 1987			School Status		
School Policies	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
GRADING (CONCLUDED)												
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*												
On same standard as regular classes	16.2	17.5	15.9	14.5	20.1	11.9	19.3	16.2	11.5	17.6	10.7	18.9
	(3.6)	(4.6)	(6.1)	(8.9)	(4.9)	(5.1)	(6.5)	(5.9)	(5.9)	(4.6)	(6.4)	(11.6)
On standard different from regular classes	83.5	81.8	84.1	85.5	79.3	88.1	80.7	83.8	87.2	82.0	89.3	81.1
	(3.7)	(4.6)	(6.1)	(8.9)	(5.0)	(5.1)	(6.5)	(5.9)	(6.2)	(4.6)	(6.4)	(11.6)
Did not give grades for special education classes	0.3	0.7	0.0	0.0	0.6	0.0	0.0	0.0	1.3	0.4	0.0	0.0
	(0.5)	(1.0)	(0.0)	(0.0)	(0.9)	(0.0)	(0.0)	(0.0)	(2.1)	(0.8)	(0.0)	(0.0)
Number of respondents	331	170	120	41	184	147	126	133	72	238	66	24
PRIMARY SCHOOL FUNCTION												
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**												
Academic skills	41.0	51.2	65.6	48.0	42.6	39.3	42.8	42.7	36.2	43.4	34.3	38.8
	(4.0)	(6.2)	(8.8)	(12.9)	(5.0)	(6.3)	(7.6)	(6.7)	(5.5)	(5.1)	(7.3)	(9.2)
Independent living skills	55.5	45.0	30.9	43.0	52.5	58.9	55.8	51.5	61.1	53.0	63.1	56.2
	(4.0)	(6.2)	(8.6)	(12.8)	(5.1)	(6.3)	(7.6)	(6.7)	(5.6)	(5.1)	(7.4)	(9.3)
Skills for employment	3.5	3.8	3.5	9.0	4.9	1.8	1.3	5.8	2.6	3.6	2.6	4.9
	(1.5)	(2.4)	(3.4)	(7.4)	(2.2)	(1.7)	(1.8)	(3.2)	(1.8)	(1.9)	(2.5)	(4.1)
Number of respondents	555	161	99	39	318	235	170	212	173	373	112	66
SUSPENSION/EXPULSION												
Percentage in schools in which special education students:												
Could not be suspended or expelled	24.8	25.3	19.4	33.0	27.7	21.5	23.4	27.3	22.9	26.3	22.0	19.7
	(3.2)	(4.9)	(6.3)	(12.0)	(4.1)	(4.8)	(6.0)	(5.4)	(4.7)	(4.1)	(6.2)	(6.9)
Could only be suspended	27.9	28.0	27.1	24.3	25.8	30.5	27.4	29.4	26.3	29.0	28.9	18.8
	(3.3)	(5.0)	(7.0)	(10.9)	(4.1)	(5.4)	(6.3)	(5.6)	(4.9)	(4.2)	(6.8)	(6.7)
Could only be expelled	16.7	16.0	14.6	13.4	17.8	15.2	18.1	12.7	20.7	15.1	14.2	32.0
	(2.7)	(4.1)	(5.6)	(8.7)	(3.5)	(4.2)	(5.4)	(4.1)	(4.5)	(3.3)	(5.2)	(8.0)
Could be both suspended and expelled	30.6	30.8	39.0	29.4	28.7	32.9	31.1	30.6	30.1	29.6	34.9	29.5
	(3.4)	(5.2)	(7.7)	(11.6)	(4.2)	(5.5)	(6.6)	(5.6)	(5.1)	(4.3)	(7.1)	(7.9)
Number of respondents	656	191	128	40	373	280	191	254	211	437	133	81

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Continued)

School Policies	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
GRADING (CONCLUDED)				
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*				
On same standard as regular classes	16.2 (3.6)	---	19.1 (5.3)	14.1 (7.4)
On standard different from regular classes	83.5 (3.7)	---	80.4 (5.3)	85.9 (7.4)
Did not give grades for special education classes	0.3 (0.5)	---	0.6 (1.0)	0.0 (0.0)
Number of respondents	331	0	165	88
PRIMARY SCHOOL FUNCTION				
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**				
Academic skills	57.3 (5.3)	9.6 (3.4)	46.0 (5.6)	35.7 (7.3)
Independent living skills	40.1 (5.2)	85.3 (4.1)	52.0 (5.6)	59.0 (7.5)
Skills for employment	2.7 (1.7)	5.1 (2.6)	2.0 (1.6)	5.3 (3.4)
Number of respondents	285	270	258	184
SUSPENSION/EXPULSION				
Percentage in schools in which special education students:				
Could not be suspended or expelled	25.1 (4.2)	24.2 (4.5)	24.9 (4.5)	22.8 (5.6)
Could only be suspended	26.6 (4.2)	30.5 (4.9)	26.4 (4.6)	27.6 (6.0)
Could only be expelled	14.3 (3.4)	21.6 (4.4)	20.0 (4.1)	15.4 (4.8)
Could be both suspended and expelled	34.0 (4.6)	23.7 (4.5)	28.7 (4.7)	34.2 (6.3)
Number of respondents	343	313	306	225

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12C: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Continued)

School Policies	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
GRADING (CONCLUDED)									
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*									
On same standard as regular classes	10.8	15.1	21.3	17.8	14.8	19.3	15.0	16.7	15.5
	(7.6)	(7.2)	(6.0)	(6.5)	(5.1)	(8.8)	(6.3)	(7.5)	(5.6)
On standard different from regular classes	87.9	84.9	78.7	80.9	85.2	80.7	85.0	82.3	84.5
	(8.0)	(7.2)	(6.0)	(6.7)	(5.1)	(8.8)	(6.3)	(7.7)	(5.6)
Did not give grades for special education classes	1.3	0.0	0.0	1.3	0.0	0.0	0.0	1.0	0.0
	(2.8)	(0.0)	(0.0)	(1.9)	(0.0)	(0.0)	(0.0)	(2.0)	(0.0)
Number of respondents	53	67	136	85	164	38	86	91	109
PRIMARY SCHOOL FUNCTION									
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**									
Academic skills	44.1	35.5	50.1	48.7	42.1	54.3	39.4	44.9	47.7
	(9.1)	(7.7)	(6.7)	(7.3)	(5.6)	(10.7)	(6.9)	(8.0)	(7.5)
Independent living skills	54.2	56.6	47.5	49.8	54.1	37.4	58.3	50.4	48.5
	(9.1)	(7.9)	(6.7)	(7.3)	(5.7)	(10.4)	(7.0)	(8.0)	(7.6)
Skills for employment	1.6	7.9	2.3	1.6	3.8	8.3	2.3	4.7	3.8
	(2.3)	(4.3)	(2.0)	(1.8)	(2.2)	(5.9)	(2.1)	(3.4)	(2.9)
Number of respondents	103	121	186	118	299	41	152	154	148
SUSPENSION/EXPULSION									
Percentage in schools in which special education students:									
Could not be suspended or expelled	28.1	23.1	27.9	22.5	25.7	27.9	29.4	29.4	15.1
	(7.7)	(6.1)	(5.4)	(5.4)	(4.5)	(9.6)	(6.1)	(6.7)	(4.7)
Could only be suspended	28.3	27.3	29.6	35.4	27.7	17.4	26.6	27.6	33.7
	(7.7)	(6.5)	(5.5)	(6.2)	(4.7)	(8.1)	(5.9)	(6.6)	(6.2)
Could only be expelled	13.8	11.4	18.4	18.5	15.8	11.2	12.6	14.0	18.0
	(5.9)	(4.6)	(4.7)	(5.0)	(3.8)	(6.8)	(4.4)	(5.1)	(5.1)
Could be both suspended and expelled	29.8	38.3	24.1	23.6	30.8	43.6	31.3	29.0	33.2
	(7.8)	(7.1)	(5.2)	(5.5)	(4.8)	(10.6)	(6.2)	(6.7)	(6.2)
Number of respondents	117	143	221	145	356	41	177	178	181

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students

** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

School Policies	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
SUSPENSION/EXPULSION (CONCLUDED)												
Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	87.2 (2.6)	79.4 (4.7)	80.4 (6.4)	95.1 (5.9)	86.8 (3.3)	87.5 (4.1)	84.4 (5.3)	87.9 (4.2)	89.2 (3.7)	85.2 (3.5)	90.1 (4.7)	94.4 (4.2)
Number of respondents	591	182	125	34	335	253	180	228	183	401	119	68
GRADUATION												
Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*												
Special ed. students meet same standards as regular students	89.2 (3.2)	90.0 (3.8)	95.9 (3.4)	78.7 (10.7)	92.3 (3.4)	85.9 (5.6)	85.3 (6.6)	92.9 (4.1)	87.3 (6.0)	88.4 (4.1)	92.2 (5.4)	87.5 (9.4)
Students pass a minimum competency test	10.8 (3.2)	10.0 (3.8)	4.1 (3.4)	21.3 (10.7)	7.7 (3.4)	14.1 (5.6)	14.7 (6.6)	7.1 (4.1)	12.7 (6.0)	11.6 (4.1)	7.8 (5.4)	12.5 (9.4)
Number of respondents	308	158	113	37	172	136	102	130	76	211	68	26
Of students in schools that required minimum compentency tests for graduation, percentage in schools whose special education students were:**												
Exempt from such tests	0.9 (1.0)	0.0 (0.0)	2.3 (3.3)	1.6 (4.3)	0.8 (1.1)	1.0 (1.7)	1.4 (2.3)	0.6 (1.2)	0.7 (1.4)	0.7 (1.1)	2.0 (2.8)	0.0 (0.0)
Held to same testing procedures/ standards as other students	54.1 (5.2)	52.7 (7.3)	46.9 (11.0)	26.3 (14.8)	61.1 (6.4)	44.3 (8.5)	56.9 (9.8)	47.6 (8.3)	64.0 (7.5)	53.5 (6.5)	47.5 (10.1)	73.6 (11.9)
Given extra help in taking the test	37.7 (5.1)	32.9 (6.8)	51.4 (11.0)	59.8 (16.5)	37.4 (6.4)	38.4 (8.3)	33.9 (9.3)	40.9 (8.2)	35.8 (7.5)	38.1 (6.3)	44.3 (10.0)	19.6 (10.7)
Given a modified test	13.7 (3.6)	11.0 (4.6)	10.5 (6.7)	21.2 (13.8)	14.3 (4.6)	12.5 (5.6)	8.6 (5.5)	17.1 (6.3)	13.0 (5.3)	13.5 (4.4)	9.4 (5.9)	23.5 (11.4)
Allowed to meet different standards	10.1 (3.1)	11.2 (4.6)	13.6 (7.5)	13.9 (11.7)	5.6 (3.0)	16.2 (6.3)	13.6 (6.8)	8.5 (4.6)	9.0 (4.5)	10.8 (4.0)	4.0 (4.0)	15.6 (9.8)
Number of respondents	313	125	75	23	182	129	95	135	83	223	58	30

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* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.

** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

School Policies	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
SUSPENSION/EXPULSION (CONCLUDED)				
Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	83.4 (3.7)	95.3 (2.5)	88.4 (3.4)	89.4 (4.4)
Number of respondents	329	262	281	202
GRADUATION				
Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*				
Special ed. students meet same standards as regular students	89.2 (3.2)	---	91.4 (3.9)	95.3 (4.5)
Students pass a minimum competency test	10.8 (3.2)	---	8.6 (3.9)	4.7 (4.5)
Number of respondents	308	0	154	85
Of students in schools that required minimum compentency tests for graduation, percentage in schools whose special education students were:**				
Exempt from such tests	1.1 (1.3)	0.0 (0.0)	0.0 (0.0)	2.4 (3.3)
Held to same testing procedures/standards as other students	44.6 (6.2)	87.0 (6.0)	53.4 (7.0)	53.7 (10.8)
Given extra help in taking the test	44.9 (6.2)	12.7 (5.9)	39.0 (6.9)	34.0 (10.2)
Given a modified test	12.1 (4.1)	19.1 (7.0)	13.3 (4.8)	12.0 (7.0)
Allowed to meet different standards	13.0 (4.2)	0.0 (0.0)	9.3 (4.1)	4.1 (4.3)
Number of respondents	211	102	151	94

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* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.

** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12C: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

School Policies	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
SUSPENSION/EXPULSION (CONCLUDED)									
Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	85.9	84.6	85.4	81.9	88.7	71.0	85.2	89.2	79.6
	(6.4)	(5.4)	(4.5)	(5.2)	(3.4)	(10.3)	(5.0)	(4.8)	(5.5)
Number of respondents	105	133	201	134	325	37	159	163	167
GRADUATION									
Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*									
Special ed. students meet same standards as regular students	94.4	84.5	87.5	89.1	92.1	85.2	89.7	87.6	90.5
	(6.2)	(7.5)	(5.0)	(5.6)	(3.9)	(8.6)	(5.5)	(6.8)	(4.8)
Students pass a minimum competency test	5.6	15.5	12.5	10.9	7.9	14.8	10.3	12.4	9.5
	(6.2)	(7.5)	(5.0)	(5.6)	(3.9)	(8.6)	(5.5)	(6.8)	(4.8)
Number of respondents	44	62	126	75	159	32	78	86	98
Of students in schools that required minimum compentency tests for graduation, percentage in schools whose special education students were:**									
Exempt from such tests	0.0	0.7	2.8	1.6	0.2	2.0	0.0	1.7	1.9
	(0.0)	(1.6)	(2.3)	(2.2)	(0.7)	(3.5)	(0.0)	(3.0)	(2.1)
Held to same testing procedures/ standards as other students	60.9	45.5	53.3	63.5	55.7	31.0	54.8	53.5	60.4
	(13.2)	(9.7)	(7.0)	(8.6)	(8.1)	(11.4)	(9.5)	(11.6)	(7.7)
Given extra help in taking the test	37.9	34.3	43.0	28.1	43.8	55.6	34.9	42.9	34.8
	(13.1)	(9.2)	(6.9)	(8.0)	(8.1)	(12.3)	(9.1)	(11.5)	(7.5)
Given a modified test	12.5	14.6	16.6	11.1	14.6	10.6	16.3	13.9	12.6
	(9.0)	(6.9)	(5.2)	(5.6)	(5.8)	(7.6)	(7.0)	(8.1)	(5.2)
Allowed to meet different standards	3.9	23.9	7.9	10.7	6.3	12.6	14.4	2.7	16.6
	(5.2)	(8.3)	(3.8)	(5.5)	(4.0)	(8.2)	(6.7)	(3.8)	(5.8)
Number of respondents	50	70	111	83	148	31	86	77	94

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* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.

** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13A: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Coordination Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	66.4	78.0	77.1	72.8	65.5	67.7	67.2	68.0	63.3	66.2	71.7	57.2
	(3.8)	(4.7)	(6.9)	(11.3)	(4.8)	(6.0)	(7.2)	(6.3)	(6.1)	(4.9)	(7.6)	(9.6)
Number of respondents	531	184	121	40	299	231	160	206	165	358	105	63
Percentage in schools with at least monthly contact with:												
State vocational rehabilitation agency (VR)	51.6	35.5	34.5	29.3	54.5	47.7	42.3	52.1	59.1	48.8	52.5	67.5
	(3.7)	(5.7)	(7.7)	(11.7)	(4.7)	(5.8)	(7.0)	(6.2)	(5.6)	(4.7)	(7.7)	(8.2)
State developmental disabilities agency	16.3	6.3	6.5	6.0	19.0	12.8	12.4	17.0	19.4	15.3	17.8	21.3
	(3.0)	(3.1)	(4.7)	(6.8)	(4.1)	(4.2)	(5.0)	(5.3)	(4.6)	(3.7)	(6.2)	(7.7)
Vocational schools	27.8	22.2	33.4	25.9	21.8	34.6	21.1	32.9	28.4	25.9	34.5	29.3
	(3.5)	(5.1)	(8.0)	(11.5)	(4.0)	(6.0)	(6.0)	(6.2)	(5.5)	(4.3)	(8.1)	(8.2)
Colleges	4.4	4.3	4.8	1.6	3.4	5.6	4.1	4.2	4.9	4.6	4.6	3.1
	(1.6)	(2.6)	(3.5)	(3.3)	(1.8)	(2.8)	(2.9)	(2.6)	(2.5)	(2.0)	(3.5)	(3.1)
Mental health agencies	25.9	17.0	19.1	49.6	25.9	25.7	31.8	22.7	24.3	27.8	21.3	24.0
	(3.3)	(4.7)	(6.5)	(12.7)	(4.3)	(5.3)	(6.8)	(5.4)	(5.0)	(4.3)	(6.5)	(7.6)
Social service agencies	41.0	28.2	23.7	50.4	43.4	37.9	43.8	35.3	45.6	42.2	36.8	41.4
	(3.8)	(5.5)	(7.2)	(13.0)	(4.8)	(5.9)	(7.4)	(6.2)	(5.7)	(4.8)	(7.7)	(8.8)
Number of respondents	520	150	87	28	290	228	154	195	171	348	101	66

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* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13B: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
Coordination Characteristics	Regular School	Special School	Partially Sighted	Blind
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	76.8 (4.2)	35.3 (6.5)	66.9 (5.3)	65.2 (7.3)
Number of respondents	333	198	251	179
Percentage in schools with at least monthly contact with:				
State vocational rehabilitation agency (VR)	33.8 (4.7)	86.7 (3.2)	55.5 (5.2)	49.7 (6.7)
State developmental disabilities agency	5.1 (2.5)	36.5 (4.9)	11.3 (3.5)	24.8 (6.8)
Vocational schools	28.1 (4.7)	27.2 (4.7)	36.7 (5.2)	24.0 (6.2)
Colleges	3.9 (2.0)	5.2 (2.4)	4.3 (2.2)	4.1 (2.8)
Mental health agencies	26.6 (4.6)	24.6 (4.4)	27.7 (4.8)	19.8 (5.6)
Social service agencies	32.3 (4.9)	56.2 (5.3)	43.7 (5.3)	34.9 (6.6)
Number of respondents	250	268	248	173

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* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13C: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Coordination Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	63.4	71.4	63.9	63.8	71.6	80.3	72.3	65.1	66.2
	(9.1)	(7.5)	(6.4)	(6.9)	(5.2)	(8.6)	(6.3)	(7.8)	(7.0)
Number of respondents	91	117	185	117	287	40	143	147	150
Percentage in schools with at least monthly contact with:									
State vocational rehabilitation agency (VR)	53.3	64.0	41.8	52.5	53.6	34.2	60.3	45.5	47.1
	(8.5)	(7.1)	(6.3)	(6.7)	(5.2)	(10.9)	(6.6)	(7.5)	(6.4)
State developmental disabilities agency	16.1	16.6	19.4	13.4	19.3	5.1	16.5	16.2	17.2
	(6.8)	(6.0)	(5.6)	(4.9)	(4.6)	(5.5)	(5.4)	(6.3)	(5.5)
Vocational schools	35.7	31.8	27.5	23.5	32.6	15.1	31.4	41.7	17.4
	(8.4)	(7.3)	(6.0)	(5.9)	(5.2)	(8.2)	(6.3)	(8.0)	(5.5)
Colleges	2.6	7.4	4.8	4.3	3.7	0.0	4.3	2.7	7.2
	(2.8)	(4.0)	(2.8)	(2.7)	(2.1)	(0.0)	(2.9)	(2.5)	(3.6)
Mental health agencies	18.0	30.7	20.5	21.3	27.4	19.9	30.2	26.2	15.7
	(6.8)	(6.9)	(5.1)	(5.5)	(4.8)	(9.2)	(6.5)	(6.8)	(4.7)
Social service agencies	41.1	41.3	31.7	45.2	38.2	31.4	45.0	39.0	31.9
	(8.7)	(7.5)	(5.9)	(6.6)	(5.3)	(10.8)	(6.9)	(7.6)	(6.5)
Number of respondents	103	114	164	118	280	30	149	134	139

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* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13A: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

Coordination Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*												
Referrals of special education students to VR	82.3 (2.9)	86.3 (4.1)	82.3 (6.4)	90.2 (7.8)	85.3 (3.4)	78.7 (4.9)	84.9 (5.5)	81.6 (4.8)	81.1 (4.4)	84.3 (3.5)	76.3 (6.5)	83.7 (6.4)
VR staff involvement in writing IEPs	34.3 (3.6)	31.0 (5.6)	23.3 (7.1)	31.3 (12.2)	32.8 (4.5)	35.9 (5.7)	25.5 (6.7)	38.4 (6.0)	36.0 (5.4)	32.3 (4.5)	39.4 (7.5)	35.1 (8.3)
VR staff being assigned to ongoing work in the school	53.3 (3.7)	43.2 (6.0)	31.1 (7.8)	37.1 (12.7)	59.0 (4.7)	46.2 (6.0)	43.3 (7.6)	55.0 (6.2)	59.4 (5.5)	51.7 (4.8)	53.8 (7.6)	63.5 (8.4)
VR and school staff collaboration in developing programs	45.1 (3.7)	29.8 (5.5)	37.7 (8.1)	27.6 (11.8)	49.7 (4.7)	39.4 (5.8)	39.4 (7.5)	45.7 (6.2)	49.1 (5.6)	44.7 (4.8)	39.4 (7.5)	59.4 (8.5)
No VR contact or no action taken	6.2 (1.8)	5.4 (2.7)	14.1 (5.8)	7.4 (6.9)	4.1 (1.9)	8.7 (3.4)	4.9 (3.3)	5.6 (2.8)	8.1 (3.1)	5.7 (2.2)	9.6 (4.5)	1.9 (2.3)
Number of respondents	615	169	116	35	348	264	158	248	209	401	129	80
Percentage in schools that usually or always:												
When students changed schools:												
Transferred IEPs	18.5 (2.8)	26.4 (5.0)	25.9 (6.9)	9.6 (7.4)	19.3 (3.6)	17.7 (4.5)	26.1 (6.2)	17.4 (4.7)	12.0 (3.6)	22.7 (3.9)	11.7 (4.8)	5.6 (4.0)
Transferred files	19.0 (2.9)	26.3 (4.9)	25.9 (6.9)	9.9 (7.4)	19.3 (3.6)	18.7 (4.6)	26.2 (6.2)	18.5 (4.7)	12.0 (3.6)	22.7 (3.9)	14.1 (5.2)	5.6 (4.0)
Discussed student needs with other schools' staff	13.9 (2.5)	17.7 (4.3)	18.6 (6.2)	8.0 (6.9)	13.8 (3.2)	14.2 (4.1)	18.9 (5.6)	12.6 (4.1)	10.3 (3.3)	16.7 (3.5)	9.7 (4.4)	4.5 (3.5)
When students became clients of service agencies:												
Sent files to agencies	16.0 (2.7)	23.1 (4.8)	21.1 (6.6)	4.5 (5.6)	14.9 (3.4)	17.5 (4.5)	21.1 (6.0)	16.3 (4.6)	10.2 (3.4)	19.0 (3.7)	11.8 (4.9)	5.7 (4.0)
Discussed student needs with agency staff	14.5 (2.6)	20.8 (4.7)	20.9 (6.5)	4.4 (5.4)	12.5 (3.1)	17.0 (4.5)	17.4 (5.6)	16.0 (4.5)	9.4 (3.3)	16.9 (3.6)	11.9 (4.9)	4.9 (3.8)
Number of respondents	636	179	123	35	360	273	178	248	208	421	130	79

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13B: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

	Type of School Attended		Severity of Visual Impairment	
Coordination Characteristics	Regular School	Special School	Partially Sighted	Blind
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*				
Referrals of special education students to VR	86.4	74.6	86.1	74.5
	(3.5)	(4.4)	(3.7)	(5.8)
VR staff involvement in writing IEPs	29.1	43.9	35.6	36.2
	(4.6)	(5.1)	(5.1)	(6.4)
VR staff being assigned to ongoing work in the school	37.5	82.8	55.4	56.7
	(4.9)	(3.9)	(5.3)	(6.6)
VR and school staff collaboration in developing programs	32.8	68.0	45.6	46.6
	(4.8)	(4.8)	(5.3)	(6.7)
No VR contact or no action taken	8.2	2.4	2.3	10.4
	(2.8)	(1.6)	(1.6)	(4.1)
Number of respondents	305	310	292	217
Percentage in schools that usually or always:				
When students changed schools:				
Transferred IEPs	22.2	11.1	14.9	15.7
	(4.0)	(3.3)	(3.7)	(4.9)
Transferred files	22.2	12.6	14.9	17.2
	(4.0)	(3.5)	(3.7)	(5.0)
Discussed student needs with other schools' staff	16.1	9.7	10.6	11.7
	(3.5)	(3.1)	(3.2)	(4.3)
When students became clients of service agencies:				
Sent files to agencies	18.0	12.2	12.0	15.3
	(3.8)	(3.5)	(3.4)	(4.9)
Discussed student needs with agency staff	17.1	9.6	10.6	12.1
	(3.7)	(3.2)	(3.2)	(4.4)
Number of respondents	325	310	299	222

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13C: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Coordination Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*									
Referrals of special education students to VR	76.0	81.8	83.9	83.6	82.9	73.0	83.7	76.4	86.2
	(7.7)	(5.7)	(4.7)	(5.0)	(4.0)	(10.8)	(5.1)	(6.3)	(4.9)
VR staff involvement in writing IEPs	25.7	46.6	34.9	38.4	33.9	31.7	34.6	37.7	32.0
	(7.9)	(7.4)	(6.1)	(6.6)	(5.0)	(11.4)	(6.5)	(7.2)	(6.7)
VR staff being assigned to ongoing work in the school	55.6	61.4	45.2	52.9	53.5	37.0	60.2	52.5	45.8
	(8.9)	(7.2)	(6.4)	(6.8)	(5.3)	(11.8)	(6.7)	(7.5)	(7.1)
VR and school staff collaboration in developing programs	41.8	57.3	40.0	51.9	46.1	30.3	49.8	44.2	40.7
	(8.9)	(7.3)	(6.3)	(6.8)	(5.3)	(11.2)	(6.8)	(7.4)	(7.0)
No VR contact or no action taken	12.7	1.9	6.5	7.8	6.3	3.7	2.3	11.7	5.3
	(6.0)	(2.0)	(3.2)	(3.7)	(2.6)	(4.6)	(2.0)	(4.8)	(3.2)
Number of respondents	106	139	201	133	340	32	163	172	164
Percentage in schools that usually or always:									
When students changed schools:									
Transferred IEPs	18.5	21.0	23.6	24.2	17.8	42.9	19.7	14.6	33.5
	(6.6)	(5.9)	(5.2)	(5.5)	(4.0)	(10.6)	(5.3)	(5.1)	(6.3)
Transferred files	18.5	22.7	23.8	24.2	18.6	42.3	21.0	14.8	33.4
	(6.6)	(6.0)	(5.2)	(5.5)	(4.1)	(10.5)	(5.4)	(5.2)	(6.3)
Discussed student needs with other schools' staff	12.8	16.6	16.0	16.3	14.7	28.4	15.4	10.3	24.6
	(5.7)	(5.4)	(4.5)	(4.8)	(3.7)	(9.7)	(4.8)	(4.4)	(5.8)
When students became clients of service agencies:									
Sent files to agencies	16.8	16.6	19.2	19.3	15.4	44.4	19.3	9.6	28.6
	(6.4)	(5.5)	(5.0)	(5.2)	(3.8)	(10.6)	(5.3)	(4.5)	(6.2)
Discussed student needs with agency staff	16.3	14.0	16.9	16.9	13.8	41.9	15.2	10.6	26.7
	(6.4)	(5.1)	(4.7)	(4.9)	(3.7)	(11.0)	(4.9)	(4.6)	(6.0)
Number of respondents	116	139	209	141	345	37	172	169	176

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14A: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Programming Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools with 12th grade, percentage in schools that usually or always:*												
Focused IEPs for seniors on the period after secondary school	5.5	5.6	4.2	6.9	4.5	6.7	8.9	4.1	4.5	7.0	2.5	2.5
	(1.7)	(2.8)	(3.4)	(6.4)	(2.0)	(3.0)	(4.5)	(2.5)	(2.3)	(2.5)	(2.3)	(2.7)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	8.6	10.8	9.2	2.9	5.5	12.3	9.8	9.0	7.1	9.5	8.8	3.5
	(2.1)	(3.7)	(4.8)	(4.4)	(2.2)	(3.9)	(4.6)	(3.5)	(2.9)	(2.8)	(4.2)	(3.2)
Number of respondents	611	169	116	36	344	264	155	246	210	396	131	79
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	21.7	26.7	12.0	22.0	22.9	20.3	21.7	21.1	22.4	20.3	25.5	22.6
	(3.2)	(5.3)	(5.5)	(10.7)	(4.1)	(4.9)	(6.4)	(5.2)	(4.7)	(4.0)	(6.6)	(7.3)
Number of respondents	616	169	112	39	352	261	164	244	208	402	130	79
Average number of years school transition programs operated	3.4	3.2	4.5	---	3.0	4.0	2.6	4.5	2.7	3.5	3.4	2.8
	(0.5)	(0.7)	(1.1)		(0.5)	(0.6)	(0.6)	(1.0)	(0.3)	(0.7)	(0.7)	(0.4)
Number of respondents	146	48	20	7	72	74	42	57	47	90	34	21

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14B: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
Programming Characteristics	Regular School	Special School	Partially Sighted	Blind
Of students in schools with 12th grade, percentage in schools that usually or always:*				
Focused IEPs for seniors on the period after secondary school	3.7	8.9	2.8	6.9
	(1.9)	(3.1)	(1.8)	(3.5)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	8.3	9.2	6.1	8.3
	(2.8)	(3.0)	(2.5)	(3.7)
Number of respondents	309	302	289	216
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	19.1	26.2	19.5	26.3
	(4.0)	(4.8)	(4.3)	(6.1)
Number of respondents	303	313	286	219
Average number of years school transition programs operated	3.2	3.6	3.4	3.7
	(0.6)	(0.6)	(0.6)	(0.7)
Number of respondents	71	75	70	55

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14C: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH VISUAL IMPAIRMENTS

Programming Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools with 12th grade, percentage in schools that usually or always:*									
Focused IEPs for seniors on the period after secondary school	2.7	6.7	3.6	5.9	6.5	5.4	3.8	7.2	9.3
	(2.9)	(3.9)	(2.4)	(3.2)	(2.7)	(5.5)	(2.6)	(3.9)	(4.2)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	7.0	10.0	8.3	7.3	9.2	20.9	10.0	5.1	17.0
	(4.6)	(4.5)	(3.5)	(3.5)	(3.1)	(9.8)	(4.1)	(3.3)	(5.4)
Number of respondents	107	134	202	133	336	32	162	173	161
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	23.1	27.4	16.9	17.0	24.9	31.2	26.2	21.9	23.2
	(7.6)	(6.8)	(4.9)	(5.1)	(4.7)	(10.4)	(6.1)	(6.4)	(6.1)
Number of respondents	108	140	198	133	337	34	167	170	161
Average number of years school transition programs operated	2.8	4.1	4.0	3.0	3.4	---	3.8	2.8	3.3
	(1.2)	(0.9)	(0.6)	(0.7)	(0.6)		(1.0)	(0.7)	(0.7)
Number of respondents	23	39	46	23	90	10	43	36	45

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 15A: EDUCATIONAL PLACEMENTS OF STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status		
Educational Placements	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in:												
Grades 7 or 8	13.4 (2.5)	8.9 (3.3)	12.4 (5.4)	23.2 (11.0)	14.8 (3.4)	11.7 (3.8)	37.5 (7.1)	3.6 (2.3)	2.1 (1.7)	17.9 (3.7)	0.0 (0.0)	4.7 (3.8)
Grades 9 or 10	34.6 (3.5)	43.0 (5.8)	36.6 (7.8)	38.4 (12.7)	33.8 (4.5)	35.6 (5.7)	52.6 (7.3)	44.5 (6.1)	3.8 (2.2)	45.4 (4.8)	14.5 (5.4)	10.5 (5.6)
Grades 11 or 12	38.2 (3.6)	42.9 (5.8)	45.9 (8.1)	35.0 (12.5)	34.7 (4.5)	42.5 (5.8)	0.4 (0.9)	42.8 (6.1)	70.0 (5.3)	22.6 (4.0)	77.6 (6.3)	62.9 (8.7)
Ungraded programs	13.8 (2.6)	5.2 (2.6)	5.1 (3.6)	3.3 (4.7)	16.7 (3.6)	10.2 (3.6)	9.6 (4.3)	9.1 (3.5)	24.1 (5.0)	14.1 (3.3)	7.8 (4.1)	21.8 (7.5)
Number of respondents	645	177	124	37	365	277	180	254	211	421	129	89
Percentage in:												
Special schools for youth with disabilities	37.8 (3.4)	4.9 (2.4)	4.4 (3.3)	13.3 (8.8)	40.0 (4.4)	34.5 (5.4)	30.5 (6.5)	32.2 (5.5)	51.3 (5.3)	37.3 (4.4)	33.4 (6.7)	45.0 (8.8)
Regular schools but in no regular education classes	6.9 (1.8)	9.0 (3.2)	7.8 (4.3)	7.7 (6.9)	7.6 (2.4)	6.0 (2.7)	6.6 (3.5)	3.2 (2.1)	11.7 (3.4)	5.6 (2.1)	8.0 (3.8)	11.5 (5.6)
Regular education classes for nonacademics* only	6.2 (1.7)	16.6 (4.2)	7.3 (4.1)	0.5 (1.9)	5.7 (2.1)	6.9 (2.9)	6.4 (3.5)	6.2 (2.9)	6.0 (2.5)	5.2 (2.0)	9.6 (4.2)	5.3 (4.0)
Regular education classes for some academics*	33.1 (3.3)	56.5 (5.6)	50.2 (8.0)	42.8 (12.9)	31.4 (4.2)	35.4 (5.4)	32.8 (6.7)	40.7 (5.8)	23.9 (4.6)	34.0 (4.3)	34.0 (6.7)	28.2 (8.0)
All regular education classes	16.1 (2.6)	13.0 (3.8)	30.3 (7.3)	35.8 (12.5)	15.4 (3.2)	17.2 (4.3)	23.8 (6.0)	17.7 (4.5)	7.1 (2.7)	17.9 (3.5)	15.0 (5.0)	10.1 (5.3)
Number of respondents	712	187	128	38	408	301	191	274	247	465	147	93
Average percentage of class time in regular education classes:												
As a whole	55.1 (3.5)	70.7 (4.5)	80.8 (5.3)	72.0 (10.2)	52.0 (4.5)	59.5 (5.6)	56.4 (6.8)	66.6 (5.5)	38.3 (5.4)	56.3 (4.5)	59.6 (7.2)	44.8 (8.5)
In grades 7 or 8	52.2 (10.4)	---	---	---	51.2 (13.6)	54.0 (15.7)	55.4 (12.3)	---	---	55.4 (11.6)	---	---
In grades 9 or 10	61.2 (5.5)	75.4 (5.7)	85.1 (6.4)	---	61.7 (6.9)	60.5 (9.0)	67.6 (8.0)	56.5 (8.2)	---	62.0 (6.0)	---	---
In grades 11 or 12	68.2 (5.3)	72.8 (7.0)	85.9 (7.0)	---	64.9 (7.0)	71.9 (8.0)	---	87.7 (6.0)	52.7 (6.3)	76.0 (8.6)	67.8 (7.5)	53.9 (10.0)
In ungraded programs	1.8 (1.5)	---	---	---	1.6 (1.7)	2.3 (2.8)	---	2.7 (3.6)	0.9 (1.5)	1.9 (1.7)	---	---
Number of respondents	564	160	115	33	326	237	167	217	180	380	102	77

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 15B: EDUCATIONAL PLACEMENTS OF STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

	Type of School Attended		Severity of Visual Impairment	
Educational Placements	Regular School	Special School	Partially Sighted	Blind
Percentage in:				
Grades 7 or 8	15.0	10.1	13.6	12.6
	(3.5)	(3.4)	(3.3)	(4.5)
Grades 9 or 10	38.4	27.4	36.6	32.0
	(4.7)	(5.1)	(4.6)	(6.3)
Grades 11 or 12	42.1	30.7	44.4	38.1
	(4.8)	(5.2)	(4.8)	(6.5)
Ungraded programs	4.5	31.8	5.4	17.2
	(2.0)	(5.3)	(2.2)	(5.1)
Number of respondents	339	306	345	229
Percentage in:				
Special schools for youth with disabilities	1.8	100	25.8	51.0
	(1.3)	(0.0)	(4.2)	(6.3)
Regular schools but in no regular education classes	10.8	0.0	3.4	5.9
	(2.9)	(0.0)	(1.7)	(3.0)
Regular education classes for nonacademics* only	9.8	0.0	7.6	3.4
	(2.8)	(0.0)	(2.5)	(2.3)
Regular education classes for some academics*	52.1	0.0	36.9	33.6
	(4.7)	(0.0)	(4.6)	(6.0)
All regular education classes	25.5	0.0	26.3	6.2
	(4.1)	(0.0)	(4.2)	(3.0)
Number of respondents	352	359	349	256
Average percentage of class time in regular education classes:				
As a whole	76.9	9.1	68.2	46.1
	(3.4)	(3.3)	(4.2)	(6.5)
In grades 7 or 8	67.2	13.7	57.6	41.3
	(11.7)	(11.9)	(14.2)	(18.6)
In grades 9 or 10	81.3	6.3	74.6	45.7
	(4.1)	(5.0)	(5.9)	(10.3)
In grades 11 or 12	83.1	19.9	70.8	68.3
	(4.6)	(7.8)	(6.0)	(10.0)
In ungraded programs	---	0.2	6.1	2.3
		(0.4)	(5.0)	(2.7)
Number of respondents	306	258	306	196

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 15C: EDUCATIONAL PLACEMENTS OF STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Educational Placements	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in:									
Grades 7 or 8	10.8 (5.4)	14.5 (5.4)	7.9 (3.3)	6.4 (3.3)	11.5 (3.4)	8.5 (6.1)	12.1 (4.5)	5.2 (3.5)	12.9 (4.6)
Grades 9 or 10	30.5 (8.0)	35.9 (7.3)	41.4 (6.1)	37.0 (6.6)	33.7 (5.0)	50.9 (11.0)	34.9 (6.6)	36.2 (7.5)	38.2 (6.6)
Grades 11 or 12	39.9 (8.6)	41.1 (7.5)	40.8 (6.1)	43.3 (6.7)	40.1 (5.2)	38.3 (10.7)	36.4 (6.7)	49.8 (7.8)	33.9 (6.5)
Ungraded programs	18.9 (6.8)	8.5 (4.3)	9.9 (3.7)	13.3 (4.6)	14.8 (3.8)	2.3 (3.3)	16.6 (5.2)	8.9 (4.4)	14.9 (4.9)
Number of respondents	112	140	211	131	346	39	163	168	179
Percentage in:									
Special schools for youth with disabilities	45.8 (8.2)	40.9 (7.1)	28.9 (5.3)	34.7 (6.2)	41.6 (4.9)	20.1 (7.4)	41.6 (6.4)	37.5 (7.2)	39.1 (6.3)
Regular schools but in no regular education classes	2.7 (2.7)	5.5 (3.3)	4.5 (2.4)	5.4 (2.9)	3.6 (1.9)	12.9 (6.2)	6.7 (3.2)	3.7 (2.8)	3.2 (2.2)
Regular education classes for nonacademics* only	6.9 (4.2)	4.6 (3.0)	6.1 (2.8)	11.5 (4.1)	4.3 (2.0)	12.3 (6.0)	9.0 (3.7)	5.0 (3.2)	5.0 (2.8)
Regular education classes for some academics*	33.8 (7.7)	36.3 (6.9)	40.0 (5.7)	27.4 (5.8)	34.5 (4.8)	44.8 (9.2)	33.5 (6.1)	36.5 (7.1)	33.3 (6.1)
All regular education classes	10.8 (5.1)	12.7 (4.8)	20.5 (4.7)	20.9 (5.3)	16.0 (3.7)	9.9 (5.5)	9.1 (3.7)	17.2 (5.6)	19.4 (5.1)
Number of respondents	125	158	234	141	388	51	186	187	200
Average percentage of class time in regular education classes:									
As a whole	51.6 (8.0)	50.4 (7.1)	68.4 (5.5)	57.0 (6.6)	55.5 (5.0)	69.5 (7.4)	49.4 (6.1)	59.6 (7.6)	59.4 (6.4)
In grades 7 or 8	41.8 (19.7)	---	83.2 (11.6)	---	60.6 (15.3)	---	32.1 (17.6)	---	77.8 (13.6)
In grades 9 or 10	60.9 (12.3)	40.2 (11.1)	77.8 (7.1)	67.1 (9.6)	55.2 (8.2)	72.2 (10.3)	58.4 (9.7)	53.4 (11.9)	65.3 (9.6)
In grades 11 or 12	64.9 (12.9)	71.8 (9.6)	73.2 (8.2)	65.9 (10.4)	70.7 (6.9)	73.6 (9.8)	63.1 (8.7)	76.5 (10.3)	67.3 (9.8)
In ungraded programs	1.2 (2.0)	3.0 (3.7)	2.4 (4.1)	3.4 (3.1)	1.1 (1.9)	---	0.5 (1.1)	3.9 (4.2)	1.5 (3.6)
Number of respondents	103	123	185	115	305	37	148	147	157

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 16A: COURSE-TAKING BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status		
Course Taking	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average percentage of class time spent in academic* subjects:												
As a whole	51.0	57.2	58.1	51.2	51.3	50.7	55.0	55.7	40.3	53.6	46.3	43.3
	(1.8)	(2.7)	(3.3)	(5.8)	(2.3)	(2.6)	(3.3)	(2.4)	(2.9)	(2.1)	(3.8)	(4.6)
In regular education classes	32.7	43.5	50.7	39.4	32.7	32.8	36.5	39.9	18.8	35.0	29.4	26.0
	(2.5)	(3.7)	(4.5)	(7.8)	(3.2)	(3.8)	(4.9)	(4.0)	(3.3)	(3.2)	(4.9)	(5.6)
In special education classes	18.4	13.7	7.4	11.8	18.6	18.0	18.5	15.8	21.6	18.6	16.9	17.3
	(1.9)	(3.0)	(2.8)	(4.1)	(2.4)	(3.0)	(3.7)	(3.0)	(2.8)	(2.4)	(3.7)	(4.2)
Number of respondents	565	161	115	33	327	237	167	218	180	381	102	77
Average percentage of class time spent in nonacademic* subjects:												
As a whole	20.3	16.1	19.7	16.6	20.4	20.2	22.7	16.5	22.8	20.3	19.1	23.6
	(1.9)	(2.0)	(3.7)	(4.8)	(2.5)	(2.6)	(3.9)	(2.2)	(3.3)	(2.3)	(3.6)	(5.3)
In regular education classes	7.5	9.2	11.2	9.8	6.3	9.0	7.8	9.2	4.9	7.7	8.1	5.6
	(0.9)	(1.5)	(2.1)	(3.7)	(1.0)	(1.6)	(1.5)	(1.7)	(1.2)	(1.1)	(2.2)	(1.7)
In special education classes	12.8	6.9	8.4	6.7	14.1	11.2	14.9	7.3	17.9	12.5	11.0	17.9
	(1.9)	(1.7)	(3.7)	(3.9)	(2.6)	(2.6)	(4.2)	(2.0)	(3.4)	(2.4)	(3.4)	(5.6)
Number of respondents	565	161	115	33	327	237	167	218	180	381	102	77
Percentage taking English/language arts classes:												
As a whole	87.0	92.3	91.7	80.2	84.7	90.1	87.3	93.4	78.1	88.6	83.4	82.2
	(2.7)	(3.3)	(4.7)	(11.1)	(3.6)	(3.9)	(5.1)	(3.3)	(5.1)	(3.2)	(6.5)	(7.0)
In regular education classes	52.1	73.6	77.0	56.6	50.7	54.0	56.0	65.6	29.4	54.8	49.2	42.9
	(4.0)	(5.5)	(7.2)	(13.9)	(5.0)	(6.5)	(7.5)	(6.3)	(5.6)	(5.0)	(8.7)	(9.1)
In special education classes	37.3	24.0	17.8	23.6	36.0	39.0	34.2	29.9	50.8	36.1	37.8	40.4
	(3.8)	(5.3)	(6.5)	(11.9)	(4.8)	(6.3)	(7.2)	(6.1)	(6.2)	(4.8)	(8.4)	(9.0)
Number of respondents	565	161	115	33	327	237	167	218	180	381	102	77
Percentage taking mathematics classes:												
As a whole	73.4	77.1	76.2	74.9	77.6	68.0	89.3	76.4	52.0	83.3	46.1	56.0
	(3.5)	(5.2)	(7.2)	(12.1)	(4.2)	(6.0)	(4.7)	(5.7)	(6.2)	(3.7)	(8.7)	(9.1)
In regular education classes	41.4	55.6	63.4	51.3	42.4	40.2	54.3	48.6	17.6	47.8	26.5	29.8
	(3.9)	(6.1)	(8.2)	(14.0)	(4.9)	(6.3)	(7.6)	(6.7)	(4.7)	(5.0)	(7.7)	(8.4)
In special education classes	32.1	22.0	12.8	23.7	35.3	27.8	35.4	27.8	34.4	35.7	19.6	26.2
	(3.7)	(5.1)	(5.7)	(11.9)	(4.8)	(5.8)	(7.3)	(6.0)	(5.9)	(4.8)	(6.9)	(8.1)
Number of respondents	565	161	115	33	327	237	167	218	180	381	102	77

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 16B: COURSE-TAKING BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Course Taking	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Average percentage of class time spent in academic* subjects:				
As a whole	55.6 (2.2)	41.3 (2.4)	56.2 (1.9)	49.3 (2.9)
In regular education classes	46.1 (2.8)	4.3 (1.7)	41.5 (3.1)	26.6 (4.3)
In special education classes	9.5 (1.9)	37.0 (2.6)	14.6 (2.2)	22.7 (3.6)
Number of respondents	307	258	306	196
Average percentage of class time spent in nonacademic* subjects:				
As a whole	19.3 (2.2)	22.6 (3.1)	15.5 (1.7)	19.7 (2.8)
In regular education classes	10.4 (1.2)	1.3 (0.6)	8.9 (1.2)	6.6 (1.7)
In special education classes	8.8 (2.2)	21.3 (3.2)	6.6 (1.6)	13.2 (2.7)
Number of respondents	307	258	306	196
Percentage taking English/language arts classes:				
As a whole	89.9 (3.1)	81.0 (4.7)	94.1 (2.4)	86.1 (5.0)
In regular education classes	73.0 (4.5)	7.7 (3.2)	65.2 (4.8)	47.0 (7.3)
In special education classes	20.0 (4.1)	74.0 (5.3)	31.1 (4.7)	42.9 (7.2)
Number of respondents	307	258	306	196
Percentage taking mathematics classes				
As a whole	74.2 (4.5)	71.7 (5.4)	77.5 (4.2)	70.4 (6.7)
In regular education classes	58.6 (5.0)	5.0 (2.6)	50.8 (5.0)	30.9 (6.7)
In special education classes	15.8 (3.7)	66.7 (5.7)	26.6 (4.5)	39.9 (7.1)
Number of respondents	307	258	306	196

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 16C: COURSE-TAKING BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Course Taking	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average percentage of class time spent in academic* subjects:									
As a whole	50.1	48.4	54.8	52.5	52.0	51.4	50.6	49.6	55.1
	(3.6)	(3.3)	(2.8)	(3.4)	(2.3)	(3.6)	(3.0)	(3.5)	(3.0)
In regular education classes	29.1	27.1	42.2	34.3	33.4	34.4	26.5	33.8	38.6
	(5.3)	(4.8)	(3.9)	(4.8)	(3.5)	(5.3)	(4.1)	(5.1)	(4.6)
In special education classes	20.9	21.3	12.6	18.3	18.6	17.0	24.1	15.8	16.5
	(4.4)	(3.8)	(2.8)	(3.8)	(2.6)	(4.7)	(3.6)	(3.7)	(3.3)
Number of respondents	103	124	185	115	305	38	149	147	157
Average percentage of class time spent in nonacademic* subjects:									
As a whole	14.2	22.4	23.8	14.2	21.3	19.2	18.1	18.3	23.2
	(3.1)	(3.2)	(3.2)	(2.3)	(2.6)	(3.7)	(2.9)	(3.1)	(3.4)
In regular education classes	5.8	7.5	12.0	5.6	8.2	11.3	7.2	7.7	9.6
	(1.9)	(1.8)	(1.7)	(1.3)	(1.3)	(3.1)	(1.6)	(1.9)	(1.8)
In special education classes	8.4	14.9	11.8	8.6	13.1	7.9	11.0	10.6	13.6
	(2.9)	(3.5)	(3.3)	(2.3)	(2.6)	(2.9)	(2.9)	(3.0)	(3.5)
Number of respondents	103	124	185	115	305	38	149	147	157
Percentage taking English/language arts classes:									
As a whole	90.2	83.8	91.0	89.9	87.6	97.4	91.3	83.6	91.6
	(5.4)	(5.9)	(3.8)	(4.4)	(3.7)	(3.3)	(4.0)	(6.3)	(3.9)
In regular education classes	49.3	43.1	68.1	55.8	51.2	71.3	41.7	56.6	61.4
	(9.0)	(8.0)	(6.2)	(7.3)	(5.6)	(9.6)	(7.0)	(8.4)	(6.9)
In special education classes	43.6	41.7	25.5	35.0	38.2	38.3	52.7	27.9	32.4
	(9.0)	(8.0)	(5.8)	(7.0)	(5.5)	(10.3)	(7.1)	(7.6)	(6.6)
Number of respondents	103	124	185	115	305	38	149	147	157
Percentage taking mathematics classes:									
As a whole	67.5	66.8	78.0	75.9	72.5	71.6	70.4	69.2	79.1
	(8.5)	(7.6)	(5.5)	(6.3)	(5.0)	(9.6)	(6.5)	(7.8)	(5.8)
In regular education classes	31.3	31.6	55.7	45.2	39.9	38.0	33.7	36.3	49.6
	(8.4)	(7.5)	(6.6)	(7.3)	(5.5)	(10.3)	(6.7)	(8.1)	(7.1)
In special education classes	36.3	35.2	22.3	30.7	32.8	33.6	36.7	32.9	29.5
	(8.7)	(7.7)	(5.5)	(6.7)	(5.3)	(10.0)	(6.9)	(7.9)	(6.5)
Number of respondents	103	124	185	115	305	38	149	147	157

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 16A: COURSE-TAKING BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

		Community			Gender		Age in 1987			School Status		
Course Taking	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage taking science classes:												
As a whole	52.8	56.4	57.7	53.2	55.9	48.9	70.7	58.3	26.0	61.1	33.1	36.7
	(4.0)	(6.1)	(8.4)	(14.0)	(5.0)	(6.5)	(6.9)	(6.6)	(5.4)	(4.9)	(8.2)	(8.9)
In regular education classes	31.3	39.1	51.3	37.9	35.8	25.4	43.7	36.0	11.4	37.5	16.8	19.2
	(3.7)	(6.0)	(8.5)	(13.6)	(4.8)	(5.6)	(7.5)	(6.4)	(3.9)	(4.9)	(6.5)	(7.2)
In special education classes	21.5	17.3	6.4	15.3	20.1	23.5	27.0	22.3	14.5	23.6	16.3	17.5
	(3.3)	(4.7)	(4.2)	(10.1)	(4.0)	(5.5)	(6.7)	(5.5)	(4.3)	(4.3)	(6.4)	(7.0)
Number of respondents	565	161	115	33	327	237	167	218	180	381	102	77
Percentage taking other academic* classes:												
As a whole	75.6	81.4	83.3	77.0	71.5	81.0	79.8	81.2	63.3	76.3	77.1	66.9
	(3.4)	(4.8)	(6.4)	(11.8)	(4.5)	(5.1)	(6.1)	(5.2)	(5.9)	(4.3)	(7.3)	(8.7)
In regular education classes	52.5	64.5	77.1	75.0	47.5	59.2	55.6	63.5	34.3	53.7	57.4	40.4
	(4.0)	(5.9)	(7.2)	(12.1)	(5.0)	(6.4)	(7.5)	(6.4)	(5.8)	(5.0)	(8.6)	(9.0)
In special education classes	24.1	17.3	6.5	6.9	24.7	23.1	24.6	18.2	31.3	22.7	24.0	27.3
	(3.4)	(4.7)	(4.2)	(7.1)	(4.3)	(5.5)	(6.5)	(5.1)	(5.7)	(4.2)	(7.4)	(8.2)
Number of respondents	565	161	115	33	327	237	167	218	180	381	102	77
Percentage taking nonacademic* classes:												
As a whole	91.9	87.4	92.6	89.7	92.1	91.6	96.7	89.2	90.1	93.3	87.4	89.8
	(2.2)	(4.1)	(4.5)	(8.5)	(2.7)	(3.6)	(2.7)	(4.1)	(3.7)	(2.5)	(5.8)	(5.6)
In regular education classes	52.1	68.0	79.7	62.1	50.2	54.7	59.5	59.6	33.8	55.3	49.0	40.1
	(4.0)	(5.8)	(6.8)	(13.6)	(5.0)	(6.4)	(7.5)	(6.5)	(5.8)	(5.0)	(8.7)	(9.0)
In special education classes	51.6	44.0	25.7	38.0	52.9	49.8	49.4	42.5	66.4	50.2	50.9	57.8
	(4.0)	(6.1)	(7.4)	(13.6)	(5.0)	(6.5)	(7.6)	(6.6)	(5.8)	(5.0)	(8.7)	(9.1)
Number of respondents	565	161	115	33	327	237	167	218	180	381	102	77
Percentage taking nonsubject-specific special education classes**	10.3	6.3	4.2	7.3	8.5	12.7	10.2	7.6	14.1	10.6	9.1	10.0
	(2.4)	(3.0)	(3.4)	(7.3)	(2.8)	(4.3)	(4.6)	(3.5)	(4.3)	(3.1)	(5.0)	(5.5)
Number of respondents	565	161	115	33	327	237	167	218	180	381	102	77

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 16B: COURSE-TAKING BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

	Type of School Attended		Severity of Visual Impairment	
Course Taking	Regular School	Special School	Partially Sighted	Blind
Percentage taking science classes:				
As a whole	54.4	49.5	54.8	52.3
	(5.1)	(6.0)	(5.0)	(7.3)
In regular education classes	44.1	4.2	40.8	22.8
	(5.1)	(2.4)	(5.0)	(6.1)
In special education classes	10.3	45.3	14.0	29.5
	(3.1)	(6.0)	(3.5)	(6.7)
Number of respondents	307	258	306	196
Percentage taking other academic* classes:				
As a whole	82.6	60.8	80.5	78.7
	(3.9)	(5.9)	(4.0)	(6.0)
In regular education classes	73.5	7.9	63.5	47.3
	(4.5)	(3.3)	(4.9)	(7.3)
In special education classes	10.5	52.8	18.6	31.8
	(3.1)	(6.0)	(3.9)	(6.8)
Number of respondents	307	258	306	196
Percentage taking nonacademic* classes:				
As a whole	89.8	96.2	87.1	97.8
	(3.1)	(2.3)	(3.4)	(2.1)
In regular education classes	72.9	8.0	61.0	44.1
	(4.5)	(3.3)	(4.9)	(7.2)
In special education classes	33.9	89.1	38.0	66.9
	(4.8)	(3.7)	(4.9)	(6.9)
Number of respondents	307	258	306	196
Percentage taking nonsubject-specific special education classes**	5.8	20.0	8.0	13.2
	(2.4)	(4.8)	(2.7)	(4.9)
Number of respondents	307	258	306	196

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 16C: COURSE-TAKING BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Course Taking	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage taking science classes:									
As a whole	45.6	56.5	54.0	46.3	54.6	47.0	52.2	46.1	57.4
	(9.0)	(8.0)	(6.6)	(7.3)	(5.6)	(10.6)	(7.1)	(8.4)	(7.0)
In regular education classes	23.3	26.6	45.5	29.8	33.0	29.4	25.5	27.3	40.7
	(7.6)	(7.1)	(6.6)	(6.7)	(5.3)	(9.7)	(6.2)	(7.5)	(7.0)
In special education classes	22.3	30.0	8.5	16.6	21.6	17.6	26.7	18.8	16.7
	(7.5)	(7.4)	(3.7)	(5.4)	(4.6)	(8.1)	(6.3)	(6.6)	(5.3)
Number of respondents	103	124	185	115	305	38	149	147	157
Percentage taking other academic* classes:									
As a whole	75.1	72.5	80.5	76.3	76.1	79.2	69.2	80.9	79.2
	(7.8)	(7.2)	(5.3)	(6.2)	(4.8)	(8.6)	(6.6)	(6.6)	(5.8)
In regular education classes	46.4	48.4	66.6	51.2	53.8	62.9	40.1	61.4	57.4
	(9.0)	(8.1)	(6.3)	(7.3)	(5.6)	(10.2)	(7.0)	(8.2)	(7.0)
In special education classes	28.7	26.7	15.1	25.0	24.0	16.3	31.2	19.5	23.1
	(8.2)	(7.1)	(4.8)	(6.3)	(4.8)	(7.8)	(6.6)	(6.7)	(6.0)
Number of respondents	103	124	185	115	305	38	149	147	157
Percentage taking nonacademic* classes:									
As a whole	91.0	93.6	91.6	82.3	93.5	97.9	95.4	88.0	91.4
	(5.2)	(3.9)	(3.7)	(5.6)	(2.8)	(3.0)	(3.0)	(5.5)	(4.0)
In regular education classes	51.0	45.0	63.7	46.1	52.5	76.7	54.9	46.2	56.2
	(9.0)	(8.0)	(6.4)	(7.3)	(5.6)	(8.9)	(7.1)	(8.4)	(7.0)
In special education classes	53.9	62.1	40.4	45.9	53.1	48.4	55.1	51.6	48.8
	(9.0)	(7.8)	(6.5)	(7.3)	(5.6)	(10.6)	(7.1)	(8.5)	(7.1)
Number of respondents	103	124	185	115	305	38	149	147	157
Percentage taking nonsubject-specific special education classes**	10.4	12.9	7.5	10.8	12.4	4.8	13.9	5.5	15.7
	(5.5)	(5.4)	(3.5)	(4.5)	(3.7)	(4.5)	(4.9)	(3.8)	(5.2)
Number of respondents	103	124	185	115	305	38	149	147	157

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status		
Vocational Education Courses	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage enrolled in:												
Any vocational education	57.3	49.9	53.0	61.8	55.5	59.7	46.7	61.5	63.2	56.4	64.3	51.6
	(3.2)	(4.8)	(7.2)	(11.5)	(4.1)	(5.1)	(6.1)	(5.3)	(5.0)	(4.1)	(6.8)	(7.9)
Occupationally-oriented vocational education	43.5	35.5	38.4	55.2	42.1	45.3	36.8	49.0	43.5	43.8	45.7	38.5
	(3.2)	(4.6)	(7.0)	(11.8)	(4.0)	(5.1)	(5.9)	(5.5)	(5.1)	(4.1)	(7.0)	(7.6)
Home economics-oriented vocational education	35.5	30.8	19.3	41.0	26.7	47.1	30.3	31.2	47.0	33.4	39.6	38.7
	(3.7)	(5.5)	(6.5)	(13.8)	(4.3)	(6.2)	(6.8)	(5.9)	(6.2)	(4.6)	(8.2)	(9.4)
Other vocational education*	16.1	11.4	10.7	10.5	19.6	11.6	9.2	12.9	28.0	14.1	22.3	18.6
	(2.4)	(3.1)	(4.5)	(7.2)	(3.3)	(3.3)	(3.6)	(3.7)	(4.6)	(2.9)	(5.9)	(6.1)
Number of respondents	565	161	115	33	327	237	167	218	180	381	102	77
Average hours per week in												
Any vocational education	4.4	3.5	3.3	5.4	4.3	4.5	2.8	4.2	6.3	3.9	5.9	4.8
	(0.4)	(0.5)	(0.7)	(1.4)	(0.5)	(0.6)	(0.5)	(0.5)	(0.7)	(0.4)	(1.0)	(1.1)
Occupationally-oriented vocational education	2.4	1.8	2.1	3.4	2.2	2.5	1.6	2.7	2.8	2.2	3.1	2.2
	(0.3)	(0.3)	(0.6)	(1.0)	(0.3)	(0.4)	(0.3)	(0.4)	(0.5)	(0.3)	(0.8)	(0.6)
Home economics-oriented vocational education	1.6	1.2	0.6	2.0	1.3	1.9	1.2	1.2	2.4	1.4	1.9	1.7
	(0.2)	(0.3)	(0.2)	(0.8)	(0.3)	(0.3)	(0.4)	(0.3)	(0.4)	(0.3)	(0.4)	(0.5)
Other vocational education*	0.8	0.9	0.6	0.4	1.0	0.6	0.3	0.6	1.7	0.6	1.3	1.4
	(0.2)	(0.3)	(0.3)	(0.3)	(0.2)	(0.2)	(0.1)	(0.2)	(0.4)	(0.2)	(0.5)	(0.6)
Number of respondents	565	161	115	33	327	237	167	218	180	381	102	77

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* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

	Type of School Attended		Severity of Visual Impairment	
Vocational Education Courses	Regular School	Special School	Partially Sighted	Blind
Percentage enrolled in:				
Any vocational education	54.7	73.3	67.7	63.8
	(4.2)	(4.7)	(4.4)	(5.9)
Occupationally-oriented vocational education	41.6	54.9	52.6	44.4
	(4.2)	(5.3)	(4.7)	(6.1)
Home economics-oriented vocational education	27.3	52.9	32.4	41.1
	(4.5)	(6.0)	(4.7)	(7.0)
Other vocational education*	8.7	35.5	16.2	21.4
	(2.4)	(5.1)	(3.5)	(5.1)
Number of respondents	307	258	306	196
Average hours per week in:				
Any vocational education	3.8	6.6	5.2	5.1
	(0.5)	(0.6)	(0.5)	(0.7)
Occupationally-oriented vocational education	2.4	2.8	3.1	2.4
	(0.3)	(0.4)	(0.4)	(0.5)
Home economics-oriented vocational education	1.1	2.6	1.3	2.1
	(0.2)	(0.4)	(0.2)	(0.4)
Other vocational education*	0.6	1.6	0.9	1.0
	(0.2)	(0.3)	(0.3)	(0.3)
Number of respondents	307	258	306	196

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* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17C: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Vocational Education Courses	Household Income: Under $12,000	Household Income: 12,000-$24,999	Household Income: $25,000 and Over	Ethnicity: Black	Ethnicity: White	Ethnicity: Hispanic	Head of Household's Education: No High School Diploma	Head of Household's Education: High School Diploma	Head of Household's Education: Beyond High School
Percentage enrolled in:									
Any vocational education	63.7	55.0	49.7	50.7	60.0	41.3	61.3	57.3	49.6
	(6.7)	(6.7)	(5.5)	(5.4)	(4.7)	(8.8)	(5.9)	(6.3)	(5.8)
Occupationally-oriented vocational education	44.8	41.0	37.6	38.8	44.0	30.4	38.5	50.2	36.1
	(7.0)	(6.6)	(5.3)	(5.2)	(4.7)	(8.2)	(5.9)	(6.4)	(5.6)
Home economics-oriented vocational education	46.6	40.9	20.2	38.0	34.6	25.6	40.5	35.7	31.8
	(8.5)	(8.0)	(5.3)	(6.8)	(5.3)	(10.0)	(7.0)	(7.6)	(6.5)
Other vocational education*	20.5	19.5	9.2	18.0	17.1	10.5	21.0	15.5	13.0
	(5.7)	(5.3)	(3.2)	(4.1)	(3.6)	(5.5)	(4.9)	(4.6)	(3.9)
Number of respondents	103	124	185	115	305	38	149	147	157
Average hours per week in:									
Any vocational education	5.6	4.3	3.1	4.5	4.3	3.2	4.6	5.0	3.2
	(0.9)	(0.7)	(0.5)	(0.7)	(0.5)	(1.0)	(0.7)	(0.7)	(0.5)
Occupationally-oriented vocational education	2.7	2.2	1.9	2.4	2.3	1.9	1.9	3.1	1.6
	(0.6)	(0.5)	(0.4)	(0.4)	(0.3)	(0.8)	(0.5)	(0.5)	(0.3)
Home economics-oriented vocational education	2.2	2.0	0.9	1.6	1.6	0.9	1.9	1.8	1.2
	(0.5)	(0.4)	(0.3)	(0.3)	(0.3)	(0.4)	(0.4)	(0.5)	(0.3)
Other vocational education*	1.1	0.8	0.5	1.2	0.7	0.8	1.3	0.6	0.6
	(0.4)	(0.3)	(0.2)	(0.4)	(0.2)	(0.6)	(0.4)	(0.2)	(0.2)
Number of respondents	103	124	185	115	305	38	149	147	157

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* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

		Community			Gender		Age in 1987			School Status		
Vocational Education Courses	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in any vocational education courses in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	70.1 (5.6)	60.8 (8.4)	56.3 (12.2)	85.6 (14.5)	69.8 (7.2)	71.0 (8.8)	69.7 (8.3)	70.4 (8.3)	---	71.1 (6.0)	66.3 (19.5)	---
11 or 12	75.0 (4.9)	72.9 (7.9)	78.0 (10.1)	---	72.2 (6.6)	78.0 (7.4)	---	73.3 (8.2)	76.2 (5.7)	77.5 (8.2)	69.1 (7.8)	80.7 (8.5)
Ungraded programs	66.8 (9.5)	---	---	---	65.8 (11.2)	69.5 (16.7)	---	73.6 (16.1)	71.1 (11.5)	71.1 (10.8)	---	---
Number of respondents	637	175	124	36	363	271	180	253	204	420	128	83
Average hours per week in any vocational education in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	4.0 (0.4)	3.0 (0.6)	2.8 (0.7)	4.9 (1.6)	4.4 (0.6)	3.6 (0.6)	3.9 (0.6)	4.1 (0.7)	---	4.1 (0.5)	3.6 (1.4)	---
11 or 12	6.8 (0.7)	5.9 (1.3)	5.5 (1.4)	---	5.9 (0.9)	7.8 (1.2)	---	6.0 (1.0)	7.5 (1.0)	6.4 (1.0)	6.8 (1.2)	7.8 (1.6)
Ungraded programs	7.1 (1.4)	---	---	---	7.6 (1.8)	6.0 (1.9)	---	5.6 (2.1)	8.1 (1.9)	7.6 (1.7)	---	---
Number of respondents	634	174	123	36	360	271	180	250	204	418	127	83
Percentage in occupationally-oriented vocational education courses in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	56.0 (6.1)	40.1 (8.5)	48.2 (12.4)	72.9 (18.4)	59.7 (7.6)	51.9 (9.7)	58.4 (8.9)	54.1 (9.1)	---	56.4 (6.6)	61.9 (20.0)	---
11 or 12	56.6 (5.7)	52.6 (8.9)	52.1 (12.2)	---	52.0 (7.4)	61.3 (8.8)	---	63.5 (9.0)	50.7 (6.7)	66.8 (9.2)	45.6 (8.4)	58.6 (10.6)
Ungraded programs	35.3 (9.6)	---	---	---	34.7 (11.3)	37.0 (17.5)	---	42.9 (18.1)	44.3 (12.6)	34.2 (11.3)	---	---
Number of respondents	636	175	123	36	363	270	180	252	204	419	128	83

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

	Type of School Attended		Severity of Visual Impairment	
Vocational Education Courses	Regular School	Special School	Partially Sighted	Blind
Percentage in any vocational education courses in grades:				
7 or 8	---	---	---	---
9 or 10	63.4	87.7	63.9	76.8
	(7.1)	(6.9)	(7.4)	(9.6)
11 or 12	76.2	71.7	76.9	73.8
	(6.4)	(7.9)	(6.0)	(9.3)
Ungraded programs	50.7	71.6	87.9	90.0
	(22.7)	(10.6)	(12.9)	(10.1)
Number of respondents	336	301	344	223
Average hours per week in any vocational education in grades:				
7 or 8	---	---	---	---
9 or 10	3.1	6.5	3.5	4.6
	(0.5)	(0.8)	(0.5)	(1.0)
11 or 12	6.7	7.3	7.1	6.7
	(1.0)	(1.1)	(1.0)	(1.3)
Ungraded programs	---	7.6	6.6	10.0
		(1.6)	(2.0)	(2.0)
Number of respondents	334	300	342	223
Percentage in occupationally-oriented vocational education courses in grades:				
7 or 8	---	---	---	---
9 or 10	48.9	74.8	53.2	56.2
	(7.4)	(9.1)	(7.7)	(11.3)
11 or 12	56.3	57.4	58.7	55.5
	(7.4)	(8.7)	(7.0)	(10.5)
Ungraded programs	27.5	37.7	48.7	40.7
	(20.3)	(11.3)	(19.8)	(16.6)
Number of respondents	335	301	343	223

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school

Table 17C: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Vocational Education Courses	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in any vocational education courses in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	77.8	79.7	57.3	59.4	75.1	58.9	79.3	71.4	61.6
	(12.0)	(10.4)	(9.4)	(10.5)	(7.8)	(16.0)	(9.5)	(10.9)	(10.3)
11 or 12	82.9	79.9	70.9	82.5	74.3	71.4	83.9	76.2	69.2
	(10.0)	(9.7)	(8.7)	(8.0)	(7.0)	(16.5)	(8.2)	(9.5)	(9.5)
Ungraded programs	78.0	71.7	57.4	63.0	73.8	---	82.0	68.5	57.4
	(17.5)	(18.6)	(20.7)	(16.5)	(12.9)		(13.7)	(20.9)	(20.4)
Number of respondents	112	136	209	130	340	39	159	166	177
Average hours per week in any vocational education in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	3.9	5.4	3.0	3.4	4.0	3.5	3.6	4.8	3.3
	(1.0)	(1.0)	(0.7)	(0.8)	(0.7)	(1.2)	(0.7)	(1.0)	(0.7)
11 or 12	9.4	7.1	4.9	9.2	6.0	7.8	8.0	7.6	4.7
	(1.8)	(1.6)	(0.9)	(1.5)	(0.9)	(2.8)	(1.6)	(1.3)	(0.9)
Ungraded programs	10.2	6.3	5.9	7.4	8.2	---	9.2	8.3	6.4
	(3.4)	(2.1)	(2.8)	(2.4)	(2.1)		(2.2)	(3.2)	(3.3)
Number of respondents	111	136	208	130	337	39	158	166	176
Percentage in occupationally-oriented vocational education courses in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	51.0	65.9	45.8	45.6	59.2	47.7	57.7	59.0	50.5
	(14.5)	(12.2)	(9.5)	(10.6)	(8.9)	(16.3)	(11.6)	(11.9)	(10.6)
11 or 12	61.2	57.3	54.0	61.1	55.0	48.7	45.0	69.9	46.5
	(12.9)	(12.0)	(9.5)	(10.3)	(7.9)	(18.3)	(11.0)	(10.3)	(10.3)
Ungraded programs	48.5	33.9	26.5	49.1	37.2	---	43.8	57.3	25.8
	(21.0)	(19.6)	(18.5)	(17.1)	(14.2)		(17.7)	(22.3)	(18.1)
Number of respondents	112	136	209	130	339	39	159	166	177

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

		Community			Gender		Age in 1987			School Status		
Vocational Education Courses	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours per week in occupationally-oriented vocational education in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	2.1	1.9	1.5	2.1	2.3	1.9	2.5	1.9	---	2.2	1.7	---
11 or 12	3.5	2.5	3.8	---	2.7	4.5	---	4.3	2.9	4.0	3.3	3.1
	(0.6)	(0.7)	(1.5)		(0.7)	(1.1)		(0.9)	(0.7)	(0.9)	(1.0)	(0.9)
Ungraded programs	0.7	---	---	---	0.5	1.1	---	0.1	1.2	0.6	---	---
	(0.4)				(0.5)	(0.8)		(0.1)	(0.7)	(0.5)		
Number of respondents	629	173	123	36	359	267	178	248	203	414	126	83
Percentage in vocational education courses in:												
Regular education classes	38.0	47.5	50.7	55.7	33.6	44.0	32.8	45.7	33.4	36.8	46.7	35.3
	(3.9)	(6.2)	(8.5)	(13.9)	(4.7)	(6.4)	(7.1)	(6.6)	(5.8)	(4.8)	(8.7)	(8.8)
Special education classes	30.6	17.5	8.9	15.0	32.9	27.3	22.7	24.9	46.8	28.1	32.8	37.2
	(3.7)	(4.7)	(4.8)	(10.0)	(4.7)	(5.8)	(6.4)	(5.8)	(6.1)	(4.5)	(8.2)	(8.9)
Number of respondents	565	161	115	33	327	237	167	218	180	381	102	77
Average hours per week in vocational education courses in:*												
Regular education classes	4.9	6.1	6.1	8.0	3.9	5.9	4.1	5.3	4.9	4.2	7.4	4.7
	(0.5)	(0.8)	(0.9)	(2.4)	(0.5)	(1.0)	(0.8)	(0.8)	(1.0)	(0.6)	(1.6)	(1.2)
Special education classes	4.6	2.9	1.3	3.1	5.6	3.4	3.8	3.3	6.8	4.4	3.8	6.5
	(0.6)	(0.9)	(1.0)	(2.0)	(0.8)	(0.8)	(1.0)	(0.9)	(1.0)	(0.7)	(1.2)	(1.5)
Number of respondents	424	105	72	22	240	183	106	166	152	276	82	62

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* Of those taking vocational education

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

	Type of School Attended		Severity of Visual Impairment	
Vocational Education Courses	Regular School	Special School	Partially Sighted	Blind
Average hours per week in occupationally-oriented vocational education in grades:				
7 or 8	---	---	---	---
9 or 10	2.0	2.5	2.2	1.6
	(0.4)	(0.6)	(0.5)	(0.5)
11 or 12	4.1	2.0	3.7	3.7
	(0.8)	(0.7)	(0.8)	(1.0)
Ungraded programs	0.4	0.8	0.0	1.6
	(0.6)	(0.5)	(0.0)	(1.1)
Number of respondents	333	296	337	222
Percentage in vocational education courses in:				
Regular education classes	52.5	7.4	46.4	28.5
	(5.1)	(3.1)	(5.0)	(6.6)
Special education classes	9.9	74.2	23.0	41.3
	(3.1)	(5.3)	(4.2)	(7.2)
Number of respondents	307	258	306	196
Average hours per week in vocational education courses in:*				
Regular education classes	7.1	1.0	5.6	4.3
	(0.7)	(0.5)	(0.6)	(1.2)
Special education classes	1.6	9.5	3.5	5.7
	(0.6)	(0.7)	(0.7)	(1.1)
Number of respondents	196	228	235	155

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* Of those taking vocational education

Source: Students' school records. Data are for the students' most recent year in secondary school

Table 17C: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Vocational Education Courses	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours per week in occupationally-oriented vocational education in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	1.9	2.0	1.9	2.0	2.0	2.1	2.2	1.8	2.0
	(0.8)	(0.7)	(0.5)	(0.7)	(0.4)	(0.9)	(0.7)	(0.6)	(0.5)
11 or 12	4.7	3.3	3.2	3.8	3.4	4.6	2.5	5.3	1.9
	(1.5)	(1.1)	(0.8)	(1.0)	(0.7)	(2.5)	(1.1)	(1.1)	(0.6)
Ungraded programs	0.7	0.5	0.9	1.5	0.3	---	0.8	0.9	0.3
	(1.3)	(0.6)	(0.9)	(1.3)	(0.3)		(1.1)	(1.0)	(0.3)
Number of respondents	110	133	208	128	334	39	155	165	176
Percentage in vocational education courses in:									
Regular education classes	37.5	37.5	40.6	43.2	33.4	53.1	36.7	46.1	28.9
	(8.8)	(7.8)	(6.5)	(7.2)	(5.3)	(10.6)	(6.9)	(8.4)	(6.4)
Special education classes	37.8	30.6	18.9	34.0	29.4	19.7	32.5	30.3	27.8
	(8.8)	(7.4)	(5.2)	(6.9)	(5.1)	(8.4)	(6.7)	(7.8)	(6.4)
Number of respondents	103	124	185	115	305	38	149	147	157
Average hours per week in vocational education courses in:*									
Regular education classes	4.6	5.8	5.1	5.8	4.4	8.3	4.8	6.0	3.8
	(1.1)	(1.5)	(0.7)	(1.1)	(0.8)	(1.7)	(1.0)	(1.4)	(0.8)
Special education classes	5.6	4.3	2.7	4.8	4.7	1.7	4.5	4.6	4.5
	(1.5)	(1.1)	(0.7)	(1.1)	(0.8)	(0.9)	(1.0)	(1.3)	(1.0)
Number of respondents	83	95	132	89	226	26	118	111	107

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* Of those taking vocational education

Source: Students' school records. Data are for the students' most recent year in secondary school

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

		Community			Gender		Age in 1987			School Status		
Vocational Education Courses	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of vocational education students studying:												
Prevocational skills	25.0	14.8	17.4	15.6	32.9	15.2	22.5	18.9	34.1	24.7	24.9	28.9
	(4.4)	(5.4)	(9.7)	(12.7)	(5.8)	(6.0)	(9.2)	(6.7)	(6.5)	(5.7)	(9.3)	(8.9)
Agriculture	6.8	1.3	16.6	8.9	7.5	6.0	5.1	12.0	1.9	9.5	1.8	1.3
	(2.5)	(1.7)	(9.5)	(10.0)	(3.2)	(4.0)	(4.8)	(5.6)	(1.9)	(3.9)	(2.9)	(2.2)
Distributive education	5.4	3.5	7.9	5.7	6.1	4.5	6.4	4.1	6.1	4.7	7.5	6.0
	(2.3)	(2.8)	(6.9)	(8.2)	(2.9)	(3.5)	(5.4)	(3.4)	(3.3)	(2.8)	(5.6)	(4.7)
Health occupations	3.6	2.4	0.0	7.3	1.4	6.3	0.7	6.3	2.6	2.2	8.9	2.9
	(1.9)	(2.3)	(0.0)	(9.1)	(1.4)	(4.1)	(1.8)	(4.1)	(2.2)	(1.9)	(6.1)	(3.3)
Office occupations	50.1	53.3	46.8	49.9	49.7	50.4	52.6	62.2	33.7	57.2	28.1	43.9
	(5.0)	(7.5)	(12.7)	(17.6)	(6.1)	(8.4)	(11.0)	(8.3)	(6.5)	(6.5)	(9.6)	(9.7)
Machine/auto/motor repair	3.5	6.0	7.3	0.5	6.1	0.3	0.3	3.6	5.9	2.7	5.4	5.2
	(1.9)	(3.6)	(6.6)	(2.5)	(2.9)	(0.9)	(1.3)	(3.2)	(3.2)	(2.1)	(4.8)	(4.4)
Construction trades	12.7	9.0	3.9	11.9	14.1	11.0	20.6	8.1	12.2	11.4	13.1	20.3
	(3.4)	(4.3)	(4.9)	(11.4)	(4.3)	(5.2)	(8.9)	(4.7)	(4.5)	(4.2)	(7.2)	(7.9)
Electronics/communications	2.1	5.5	0.0	0.0	3.1	0.9	4.4	1.5	1.1	2.7	0.0	3.0
	(1.5)	(3.4)	(0.0)	(0.0)	(2.1)	(1.6)	(4.5)	(2.1)	(1.5)	(2.1)	(0.0)	(3.4)
Manufacturing/industrial arts	8.2	4.2	2.2	17.0	7.5	9.0	15.2	4.9	6.7	9.9	4.7	4.0
	(2.8)	(3.0)	(3.7)	(13.2)	(3.2)	(4.8)	(7.9)	(3.7)	(3.4)	(3.9)	(4.5)	(3.8)
Painting/decorating/graphic art/ commercial art/drafting	5.3	9.2	5.8	5.7	6.7	3.6	5.1	5.8	4.8	5.9	3.0	6.0
	(2.3)	(4.4)	(5.9)	(8.1)	(3.1)	(3.1)	(4.8)	(4.0)	(2.9)	(3.1)	(3.6)	(4.7)
Food service	4.2	4.6	11.5	0.0	1.1	8.0	5.5	3.2	4.3	4.0	7.1	1.3
	(2.0)	(3.1)	(8.1)	(0.0)	(1.3)	(4.6)	(5.0)	(3.0)	(2.8)	(2.6)	(5.5)	(2.2)
Personal services	2.0	3.0	1.1	0.0	2.5	1.4	0.0	1.2	4.6	1.9	3.0	1.1
	(1.4)	(2.6)	(2.6)	(0.0)	(1.9)	(1.9)	(0.0)	(1.8)	(2.9)	(1.8)	(3.7)	(2.1)
Custodial services	2.0	2.6	2.2	0.0	1.4	2.7	0.0	0.8	4.9	0.9	4.2	4.7
	(1.4)	(2.4)	(3.8)	(0.0)	(1.5)	(2.7)	(0.0)	(1.6)	(3.0)	(1.2)	(4.3)	(4.2)
On-the-job/work experience	9.5	13.1	10.3	3.4	9.5	9.1	0.7	6.4	19.9	5.8	17.1	15.7
	(2.9)	(5.1)	(7.8)	(6.4)	(3.6)	(4.8)	(1.9)	(4.2)	(5.5)	(3.1)	(8.1)	(7.1)
Other	7.8	12.0	1.0	10.2	6.5	9.3	3.6	3.3	16.2	5.8	13.8	9.2
	(2.7)	(4.9)	(2.5)	(10.6)	(3.0)	(4.9)	(4.1)	(3.1)	(5.1)	(3.1)	(7.4)	(5.7)
Number of respondents	378	97	58	18	223	154	88	145	145	241	74	60

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

	Type of School Attended		Severity of Visual Impairment	
Vocational Education Courses	Regular School	Special School	Partially Sighted	Blind
Percentage of vocational education students studying:				
Prevocational skills	11.6	46.0	18.3	32.5
	(4.5)	(6.7)	(4.8)	(8.7)
Agriculture	9.3	3.0	1.7	8.4
	(4.1)	(2.3)	(1.6)	(5.2)
Distributive education	5.6	4.9	6.5	4.2
	(3.2)	(2.9)	(3.0)	(3.7)
Health occupations	4.6	2.0	5.4	1.6
	(2.9)	(1.9)	(2.8)	(2.4)
Office occupations	49.3	51.5	55.4	49.7
	(7.0)	(6.8)	(6.1)	(9.3)
Machine/auto/motor repair	5.0	1.2	3.2	5.7
	(3.1)	(1.5)	(2.2)	(4.3)
Construction trades	8.3	19.7	9.8	12.4
	(3.9)	(5.4)	(3.7)	(6.1)
Electronics/communications	2.5	1.6	2.9	0.6
	(2.2)	(1.7)	(2.1)	(1.5)
Manufacturing/industrial arts	7.1	9.8	7.4	6.2
	(3.6)	(4.0)	(3.2)	(4.5)
Painting/decorating/graphic art/commercial art/drafting	7.2	2.2	7.5	1.5
	(3.6)	(2.0)	(3.3)	(2.3)
Food service	5.5	2.2	5.6	1.2
	(3.2)	(2.0)	(2.8)	(2.0)
Personal services	1.0	3.7	2.0	1.1
	(1.4)	(2.5)	(1.7)	(1.9)
Custodial services	1.8	2.3	2.5	0.7
	(1.9)	(2.0)	(1.9)	(1.5)
On-the-job/work experience	9.2	10.0	12.2	6.6
	(4.1)	(4.1)	(4.0)	(4.6)
Other	6.9	9.1	4.0	13.7
	(3.6)	(3.9)	(2.4)	(6.4)
Number of respondents	168	210	209	136

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17C: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH VISUAL IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Vocational Education Courses	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of vocational education students studying:									
Prevocational skills	34.8	23.4	17.6	30.0	27.2	14.1	30.4	24.7	24.7
	(11.0)	(8.6)	(6.5)	(8.2)	(6.5)	(9.2)	(7.8)	(9.3)	(8.3)
Agriculture	18.8	0.6	2.1	3.3	8.5	3.1	9.0	9.5	0.0
	(9.0)	(1.6)	(2.4)	(3.2)	(4.1)	(4.6)	(4.8)	(6.3)	(0.0)
Distributive education	2.9	3.8	11.9	5.7	5.5	2.4	3.0	5.7	10.9
	(3.9)	(3.9)	(5.5)	(4.1)	(3.4)	(4.1)	(2.9)	(5.0)	(6.0)
Health occupations	0.9	0.6	8.0	2.4	4.0	0.0	2.0	6.0	1.6
	(2.2)	(1.6)	(4.6)	(2.7)	(2.9)	(0.0)	(2.4)	(5.1)	(2.4)
Office occupations	50.7	48.9	46.2	53.9	48.1	48.4	33.7	57.3	57.5
	(11.5)	(10.2)	(8.5)	(8.9)	(7.3)	(13.2)	(8.0)	(10.6)	(9.5)
Machine/auto/motor repair	3.1	1.6	8.2	5.1	4.1	5.9	5.6	3.8	3.5
	(4.0)	(2.6)	(4.7)	(3.9)	(2.9)	(6.3)	(3.9)	(4.1)	(3.5)
Construction trades	9.0	12.4	6.6	7.7	14.2	3.3	11.3	7.6	20.5
	(6.6)	(6.7)	(4.2)	(4.8)	(5.1)	(4.7)	(5.4)	(5.7)	(7.7)
Electronics/communications	4.4	2.6	1.8	0.7	3.0	5.0	1.0	3.4	3.8
	(4.7)	(3.2)	(2.3)	(1.5)	(2.5)	(5.8)	(1.6)	(3.9)	(3.7)
Manufacturing/industrial arts	5.0	7.8	5.1	7.2	4.5	2.4	3.8	8.0	5.3
	(5.0)	(5.5)	(3.7)	(4.6)	(3.0)	(4.1)	(3.2)	(5.8)	(4.3)
Painting/decorating/graphic art/commercial art/drafting	4.0	4.4	7.8	5.8	5.2	18.1	5.2	3.2	8.9
	(4.5)	(4.2)	(4.5)	(4.2)	(3.3)	(10.2)	(3.8)	(3.8)	(5.5)
Food service	1.3	5.1	6.5	0.9	6.1	3.9	6.1	3.7	3.7
	(2.6)	(4.9)	(4.2)	(1.7)	(3.5)	(5.1)	(4.1)	(4.1)	(3.6)
Personal services	3.3	2.5	0.8	4.1	0.9	4.1	2.0	3.3	0.0
	(4.1)	(3.2)	(1.5)	(3.5)	(1.4)	(5.3)	(2.4)	(3.9)	(0.0)
Custodial services	0.0	3.1	0.5	0.7	2.3	0.0	1.7	0.8	3.4
	(0.0)	(3.5)	(1.2)	(1.5)	(2.2)	(0.0)	(2.2)	(1.9)	(3.5)
On-the-job/work experience	12.7	14.8	6.3	14.2	8.1	24.0	17.2	6.1	9.8
	(7.7)	(7.2)	(4.1)	(6.2)	(4.0)	(11.3)	(6.4)	(5.1)	(5.7)
Other	8.8	13.7	6.3	8.5	10.2	0.0	5.5	12.7	8.8
	(6.5)	(7.0)	(4.1)	(5.0)	(4.4)	(0.0)	(3.8)	(7.2)	(5.4)
Number of respondents	70	85	117	82	197	24	105	99	94

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 18A: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

Services/Programs	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with:*												
Chapter 1/Title 1	52.8	45.1	47.7	32.0	51.1	54.8	54.6	48.9	56.1	50.7	56.9	57.1
	(3.4)	(5.1)	(7.4)	(10.9)	(4.3)	(5.4)	(6.6)	(5.7)	(5.1)	(4.3)	(6.9)	(8.7)
Bilingual education	37.7	64.6	44.0	16.5	34.5	41.8	41.2	35.4	37.2	36.6	35.9	43.8
	(3.3)	(4.9)	(7.3)	(8.7)	(4.1)	(5.4)	(6.5)	(5.4)	(5.0)	(4.1)	(6.7)	(8.8)
State compensatory programs	51.1	46.8	52.4	69.6	45.8	57.9	64.1	45.4	45.7	51.6	52.0	42.9
	(3.4)	(5.1)	(7.4)	(10.8)	(4.3)	(5.4)	(6.4)	(5.6)	(5.1)	(4.3)	(6.9)	(8.7)
None of these	82.7	76.1	77.3	88.9	84.3	80.5	74.0	84.2	89.4	78.9	87.6	96.7
	(2.6)	(4.3)	(6.2)	(7.3)	(3.1)	(4.3)	(5.8)	(4.1)	(3.2)	(3.5)	(4.6)	(3.2)
Number of respondents	761	227	145	47	436	322	216	290	255	515	152	87
Percentage in schools that made available to secondary special education students:												
Life skills programs	92.6	91.1	88.8	86.6	93.1	92.0	91.2	92.2	94.6	91.7	93.9	95.9
	(1.9)	(3.2)	(5.1)	(8.6)	(2.4)	(3.2)	(4.0)	(3.3)	(2.5)	(2.6)	(3.6)	(3.4)
Vocational assessment/ counseling	94.3	91.5	90.2	94.8	90.7	98.6	90.9	94.7	97.2	92.4	98.7	97.6
	(1.7)	(3.1)	(4.7)	(5.4)	(2.7)	(1.4)	(4.1)	(2.7)	(1.8)	(2.5)	(1.7)	(2.6)
Work adjustment training	91.2	88.2	90.7	84.3	91.5	90.8	84.7	94.4	93.6	89.5	92.2	100
	(2.1)	(3.6)	(4.6)	(9.2)	(2.6)	(3.4)	(5.1)	(2.8)	(2.7)	(2.9)	(4.0)	(0.0)
Work exploration/experience	76.6	72.2	71.2	52.9	80.1	72.3	69.7	75.9	85.0	75.4	73.5	89.6
	(3.1)	(5.1)	(7.2)	(12.6)	(3.7)	(5.3)	(6.6)	(5.3)	(3.9)	(4.0)	(6.6)	(5.3)
Specific job skills training	76.3	75.5	77.3	80.0	76.6	75.9	71.9	80.6	74.8	76.1	75.6	77.9
	(3.1)	(4.8)	(6.6)	(10.1)	(4.0)	(5.0)	(6.4)	(4.9)	(4.8)	(4.0)	(6.4)	(7.2)
Job development/placement services	68.0	76.0	84.3	52.1	69.8	65.8	72.4	64.3	68.4	68.4	65.1	70.4
	(3.4)	(4.8)	(5.8)	(12.6)	(4.3)	(5.6)	(6.4)	(5.9)	(5.1)	(4.4)	(7.1)	(7.9)
Postemployment services	43.0	56.7	53.0	18.0	44.9	41.0	37.1	44.0	47.8	41.4	39.9	59.2
	(3.6)	(5.6)	(8.0)	(9.7)	(4.7)	(5.8)	(6.9)	(6.1)	(5.5)	(4.6)	(7.3)	(8.5)
None of these	0.6	0.0	0.7	2.4	1.0	0.0	1.9	0.0	0.0	0.8	0.0	0.0
	(0.6)	(0.0)	(1.3)	(3.8)	(1.0)	(0.0)	(1.9)	(0.0)	(0.0)	(0.9)	(0.0)	(0.0)
Number of respondents	653	188	124	41	373	277	188	253	211	435	133	80

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* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18B: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
Services/Programs	Regular School	Special School	Partially Sighted	Blind
Percentage in schools with:*				
Chapter 1/Title 1	43.7	69.9	51.6	58.8
	(4.4)	(4.7)	(4.8)	(6.1)
Bilingual education	46.9	20.4	38.9	35.7
	(4.4)	(4.1)	(4.7)	(6.0)
State compensatory programs	56.6	40.7	52.0	47.7
	(4.4)	(5.0)	(4.8)	(6.2)
None of these	79.2	89.2	87.0	84.2
	(3.6)	(3.2)	(3.3)	(4.5)
Number of respondents	402	359	341	261
Percentage in schools that made available to secondary special education students:				
Life skills programs	88.7	100	91.3	94.7
	(3.1)	(0.0)	(2.9)	(3.0)
Vocational assessment/ counseling	92.0	98.6	94.1	93.6
	(2.6)	(1.3)	(2.4)	(3.3)
Work adjustment training	88.3	96.8	92.9	90.8
	(3.1)	(1.9)	(2.7)	(3.9)
Work exploration/experience	66.0	97.2	79.0	76.1
	(4.6)	(1.8)	(4.2)	(5.8)
Specific job skills training	78.1	72.8	80.8	74.4
	(4.0)	(4.9)	(4.1)	(5.9)
Job development/placement services	73.8	56.7	68.8	66.8
	(4.2)	(5.4)	(4.8)	(6.4)
Postemployment services	47.1	35.0	50.1	37.2
	(4.8)	(5.2)	(5.2)	(6.5)
None of these	0.9	0.0	0.9	0.5
	(0.9)	(0.0)	(1.0)	(1.0)
Number of respondents	339	314	304	225

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* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18C: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Services/Programs	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with:*									
Chapter 1/Title 1	49.5 (7.7)	56.8 (6.8)	51.2 (5.6)	49.7 (5.9)	56.1 (4.8)	39.0 (8.6)	55.4 (6.1)	47.3 (6.8)	55.6 (6.0)
Bilingual education	32.6 (7.2)	33.2 (6.5)	38.8 (5.5)	39.4 (5.8)	30.9 (4.4)	64.9 (8.4)	34.0 (5.8)	28.9 (6.1)	43.3 (6.0)
State compensatory programs	45.6 (7.7)	45.9 (6.9)	48.6 (5.6)	53.1 (5.9)	47.9 (4.8)	45.5 (8.8)	43.1 (6.1)	51.4 (6.8)	51.1 (6.1)
None of these	82.7 (5.8)	80.3 (5.5)	78.1 (4.6)	79.6 (4.8)	81.9 (3.7)	69.3 (8.1)	80.0 (4.9)	86.1 (4.7)	71.8 (5.5)
Number of respondents	137	170	258	167	413	60	202	212	219
Percentage in schools that made available to secondary special education students:									
Life skills programs	89.3 (5.3)	95.6 (3.0)	92.1 (3.3)	87.1 (4.4)	94.1 (2.5)	80.0 (8.4)	93.3 (3.3)	92.1 (4.0)	92.2 (3.6)
Vocational assessment/ counseling	96.8 (3.0)	92.9 (3.8)	90.3 (3.6)	93.0 (3.3)	93.7 (2.5)	97.4 (3.3)	94.1 (3.1)	97.5 (2.3)	87.6 (4.4)
Work adjustment training	90.3 (5.0)	85.4 (5.2)	89.7 (3.7)	87.2 (4.3)	91.7 (2.9)	78.8 (8.7)	91.5 (3.7)	86.2 (5.1)	90.7 (3.9)
Work exploration/experience	73.3 (7.5)	75.1 (6.4)	77.9 (5.0)	75.8 (5.5)	74.8 (4.6)	78.1 (8.9)	75.7 (5.7)	76.0 (6.3)	79.6 (5.5)
Specific job skills training	78.8 (6.9)	74.8 (6.4)	71.1 (5.5)	79.3 (5.2)	74.8 (4.6)	65.4 (10.2)	79.3 (5.4)	76.7 (6.2)	64.4 (6.5)
Job development/placement services	64.2 (8.1)	58.8 (7.3)	71.1 (5.5)	63.8 (6.2)	69.8 (4.8)	68.4 (10.0)	65.4 (6.3)	63.5 (7.1)	72.5 (6.0)
Postemployment services	40.7 (8.3)	36.3 (7.1)	50.1 (6.1)	47.3 (6.4)	40.6 (5.2)	50.7 (10.7)	42.6 (6.6)	35.4 (7.0)	49.1 (6.8)
None of these	0.0 (0.0)	0.0 (0.0)	1.6 (1.5)	0.0 (0.0)	1.0 (1.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	2.5 (2.1)
Number of respondents	117	147	217	143	352	41	176	179	177

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* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18A: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

Services/Programs	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that usually provided when needed:*												
Speech/language therapy	99.1	99.1	98.9	97.7	98.9	99.4	100	97.8	100	99.5	97.4	100
	(0.7)	(1.1)	(1.6)	(3.9)	(1.0)	(0.9)	(0.0)	(1.8)	(0.0)	(0.7)	(2.3)	(0.0)
Physical therapy	79.2	59.1	70.5	82.3	77.4	81.2	71.0	79.1	86.2	77.5	80.9	84.4
	(3.2)	(6.3)	(8.5)	(11.8)	(4.1)	(4.9)	(7.2)	(5.2)	(4.1)	(4.2)	(6.1)	(7.1)
Occupational therapy	69.6	57.5	66.0	80.5	69.8	69.1	63.7	70.3	74.6	70.9	69.5	62.9
	(3.7)	(6.5)	(8.3)	(12.7)	(4.7)	(6.0)	(7.5)	(6.2)	(5.5)	(4.7)	(7.8)	(9.9)
Hearing-loss therapy	81.1	60.4	88.6	65.6	78.0	84.2	75.6	78.3	90.5	77.8	86.2	93.1
	(3.3)	(6.5)	(5.8)	(16.3)	(4.5)	(4.9)	(6.8)	(5.9)	(3.9)	(4.4)	(6.1)	(5.4)
Psychotherapy/counseling	82.2	76.8	71.4	81.3	82.1	82.2	78.5	87.0	79.9	83.5	77.4	83.6
	(2.9)	(5.0)	(7.8)	(10.7)	(3.7)	(4.5)	(6.0)	(4.2)	(4.8)	(3.6)	(6.5)	(7.1)
Medical services	70.4	65.4	35.2	54.6	70.6	69.9	60.7	71.9	78.6	68.2	73.2	78.3
	(3.6)	(6.3)	(9.4)	(14.1)	(4.6)	(5.8)	(7.7)	(5.9)	(5.1)	(4.7)	(7.4)	(8.3)
Adaptive physical education	85.0	80.6	82.3	59.9	82.1	88.4	77.4	86.8	90.1	84.2	85.7	87.4
	(2.7)	(4.6)	(6.5)	(14.6)	(3.6)	(3.8)	(6.1)	(4.2)	(3.5)	(3.5)	(5.3)	(6.3)
Social work services	79.4	80.6	74.5	73.3	79.7	78.9	79.1	79.4	79.7	78.2	84.1	78.5
	(3.2)	(4.8)	(7.4)	(11.8)	(4.1)	(5.2)	(6.4)	(5.2)	(5.2)	(4.2)	(6.2)	(8.4)
Special transportation	98.1	98.0	98.8	93.0	97.5	98.7	96.5	98.6	98.9	97.4	99.0	100
	(1.0)	(1.6)	(1.8)	(7.1)	(1.5)	(1.3)	(2.6)	(1.4)	(1.2)	(1.5)	(1.5)	(0.0)
Human aides or tutors	93.7	94.8	89.4	85.5	93.4	94.0	93.3	91.8	96.9	92.1	95.5	100
	(1.8)	(2.5)	(5.0)	(9.1)	(2.3)	(2.8)	(3.6)	(3.3)	(2.0)	(2.5)	(3.1)	(0.0)
Physical aids	75.4	51.2	61.5	81.4	75.5	75.2	74.9	72.6	79.8	75.2	75.9	75.2
	(3.3)	(6.3)	(8.5)	(11.6)	(4.2)	(5.3)	(6.6)	(5.6)	(4.8)	(4.2)	(6.7)	(8.5)
None of these	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	475	130	80	22	265	208	143	174	154	320	91	62
Percentage in schools serving non-disabled students that had:**												
Regular education classrooms	94.8	97.4	96.6	87.9	97.2	92.1	94.8	98.6	87.7	96.6	91.4	87.2
	(2.2)	(1.8)	(2.9)	(8.2)	(2.1)	(4.2)	(3.7)	(1.9)	(6.2)	(2.2)	(5.7)	(11.1)
Part-time resource rooms	91.1	81.1	98.4	97.0	88.3	94.2	96.0	85.0	95.3	90.8	90.4	94.8
	(2.8)	(4.4)	(2.0)	(4.3)	(4.1)	(3.7)	(3.3)	(5.8)	(4.0)	(3.5)	(5.9)	(7.4)
Pull-out/itinerant services	90.4	92.3	95.8	79.5	94.1	86.3	89.9	90.0	92.1	90.0	89.1	97.4
	(2.9)	(3.0)	(3.2)	(10.1)	(3.0)	(5.4)	(5.1)	(4.9)	(5.1)	(3.7)	(6.3)	(5.3)
Self-contained classrooms	71.5	76.9	74.8	57.4	75.2	67.2	71.4	73.2	68.3	72.3	69.9	66.6
	(4.5)	(4.8)	(7.0)	(12.4)	(5.5)	(7.4)	(7.6)	(7.2)	(8.8)	(5.5)	(9.2)	(15.6)
All of these	60.0	60.4	68.6	46.9	65.6	53.7	62.6	56.7	62.4	59.6	58.9	64.0
	(4.8)	(5.5)	(7.4)	(12.5)	(6.0)	(7.8)	(8.1)	(8.0)	(9.2)	(6.0)	(9.9)	(15.9)
Number of respondents	343	181	121	41	193	150	129	137	77	243	71	26

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* See Appendix for percentage of youth in schools that reported having students in need of these services.

** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18B: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

	Type of School Attended		Severity of Visual Impairment	
Services/Programs	Regular School	Special School	Partially Sighted	Blind
Percentage in schools that usually provided when needed:*				
Speech/language therapy	98.7	100	98.1	100
	(1.1)	(0.0)	(1.4)	(0.0)
Physical therapy	66.2	97.6	78.0	84.4
	(5.4)	(1.7)	(4.6)	(5.1)
Occupational therapy	63.7	79.4	62.8	74.5
	(5.4)	(4.7)	(5.6)	(6.4)
Hearing-loss therapy	74.1	92.5	86.3	78.2
	(5.1)	(3.3)	(4.1)	(6.5)
Psychotherapy/counseling	75.8	92.8	80.4	85.8
	(4.4)	(2.8)	(4.2)	(4.8)
Medical services	49.3	99.6	63.8	81.5
	(5.8)	(0.7)	(5.4)	(5.5)
Adaptive physical education	75.8	100	77.3	93.9
	(4.4)	(0.0)	(4.5)	(3.3)
Social work services	78.2	81.8	81.4	78.3
	(4.3)	(4.8)	(4.4)	(6.0)
Special transportation	97.4	99.1	98.0	98.8
	(1.6)	(1.0)	(1.5)	(1.5)
Human aides or tutors	90.9	98.9	90.8	97.5
	(2.9)	(1.1)	(3.0)	(2.1)
Physical aids	60.3	98.2	74.0	81.1
	(5.3)	(1.5)	(4.7)	(5.5)
None of these	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	228	242	217	160
Percentage in schools serving non-disabled students that had:**				
Regular education classrooms	94.8	---	93.3	96.1
	(2.1)		(3.4)	(4.1)
Part-time resource rooms	91.1	---	93.5	85.2
	(2.7)		(3.3)	(7.5)
Pull-out/itinerant services	90.4	---	89.0	98.3
	(2.8)		(4.2)	(2.8)
Self-contained classrooms	71.5	---	73.0	65.4
	(4.3)		(6.0)	(10.1)
All of these	60.0	---	62.9	49.2
	(4.7)		(6.5)	(10.6)
Number of respondents	343	0	172	88

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* See Appendix for percentage of youth in schools that reported having students in need of these services.
** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18C: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Services/Programs	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that usually provided when needed:*									
Speech/language therapy	100	97.4	100	98.7	99.4	100	100	97.8	100
	(0.0)	(2.4)	(0.0)	(1.4)	(0.8)	(0.0)	(0.0)	(2.1)	(0.0)
Physical therapy	78.5	80.1	77.4	77.6	82.2	71.1	71.4	90.2	80.5
	(7.2)	(6.4)	(5.6)	(5.8)	(4.3)	(12.6)	(6.4)	(4.6)	(5.8)
Occupational therapy	70.9	68.2	66.1	77.3	71.2	69.1	59.9	79.8	74.3
	(8.2)	(7.9)	(6.4)	(6.0)	(5.2)	(12.4)	(7.2)	(6.4)	(6.6)
Hearing-loss therapy	80.5	77.9	89.7	82.1	86.1	82.9	81.9	82.6	86.8
	(7.3)	(7.2)	(4.3)	(5.8)	(4.1)	(9.9)	(5.7)	(6.5)	(5.2)
Psychotherapy/counseling	88.3	90.0	76.8	91.1	81.5	90.1	84.8	87.5	78.1
	(5.3)	(4.7)	(5.3)	(3.7)	(4.2)	(7.1)	(4.9)	(5.0)	(5.7)
Medical services	75.4	71.2	66.8	71.8	70.2	63.7	74.8	75.9	58.9
	(7.5)	(7.3)	(6.4)	(6.2)	(5.1)	(15.6)	(6.3)	(6.7)	(7.3)
Adaptive physical education	84.4	86.5	87.7	77.1	86.1	90.7	85.1	85.2	87.0
	(6.0)	(5.3)	(4.1)	(5.4)	(3.7)	(7.0)	(4.8)	(5.3)	(4.7)
Social work services	82.1	75.0	76.7	81.0	77.4	71.4	81.5	77.5	71.8
	(6.9)	(7.2)	(5.6)	(5.6)	(4.8)	(11.3)	(5.7)	(6.6)	(6.5)
Special transportation	97.8	97.8	97.1	97.4	97.7	97.6	99.4	96.4	96.6
	(2.4)	(2.2)	(2.1)	(2.0)	(1.6)	(3.6)	(1.0)	(2.8)	(2.4)
Human aides or tutors	91.2	96.6	90.5	88.8	95.7	96.3	94.8	91.2	94.6
	(4.7)	(2.8)	(3.6)	(4.0)	(2.1)	(4.7)	(3.0)	(4.1)	(3.0)
Physical aids	74.1	73.7	76.1	65.3	80.2	60.7	69.8	80.2	73.1
	(7.5)	(7.0)	(5.6)	(6.5)	(4.4)	(13.3)	(6.4)	(6.0)	(6.4)
None of these	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	89	108	158	98	267	19	138	126	128
Percentage in schools serving non-disabled students that had:**									
Regular education classrooms	98.6	87.2	96.7	97.4	96.3	92.6	91.6	99.5	93.4
	(2.8)	(7.2)	(2.7)	(2.6)	(2.8)	(6.0)	(5.1)	(1.5)	(4.1)
Part-time resource rooms	87.3	90.6	96.7	87.7	95.4	92.8	88.8	92.9	97.1
	(8.0)	(6.3)	(2.7)	(5.4)	(3.1)	(5.9)	(5.8)	(5.1)	(2.8)
Pull-out/itinerant services	88.2	76.0	96.5	80.4	94.0	97.2	88.1	86.3	93.0
	(7.8)	(9.2)	(2.7)	(6.5)	(3.5)	(3.8)	(6.0)	(6.8)	(4.2)
Self-contained classrooms	68.3	59.2	74.8	69.3	68.4	88.8	67.4	64.0	80.8
	(11.2)	(10.6)	(6.5)	(7.5)	(6.9)	(7.2)	(8.6)	(9.5)	(6.5)
All of these	50.4	44.7	71.7	53.3	63.1	81.4	56.8	52.8	73.0
	(12.0)	(10.7)	(6.7)	(8.1)	(7.1)	(8.8)	(9.1)	(9.9)	(7.4)
Number of respondents	52	70	141	84	173	39	90	93	112

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* See Appendix for percentage of youth in schools that reported having students in need of these services.

** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19A: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Services/Programs	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with vocational classes designed specifically for students with disabilities	70.2	67.1	55.1	46.5	68.6	72.0	57.0	77.1	74.6	67.3	72.0	84.2
	(3.4)	(5.2)	(8.0)	(12.3)	(4.3)	(5.3)	(7.0)	(5.2)	(4.8)	(4.4)	(6.7)	(6.3)
Number of respondents	658	193	125	43	375	280	192	254	212	439	134	80
Percentage in schools that helped students with disabilities in regular vocational classes by:*												
Making physical adaptations	43.0	35.5	51.6	42.5	35.9	50.6	39.9	46.8	40.0	43.1	37.5	57.8
	(5.0)	(5.9)	(8.5)	(12.6)	(6.1)	(7.9)	(8.5)	(8.0)	(9.1)	(6.2)	(9.9)	(14.0)
Increasing teacher contact	77.0	82.0	74.7	72.4	75.3	78.7	77.4	77.7	75.0	76.5	77.2	79.3
	(4.2)	(4.7)	(7.3)	(11.4)	(5.4)	(6.5)	(7.2)	(6.7)	(8.0)	(5.3)	(8.6)	(11.5)
Providing human aides	52.7	55.2	65.5	31.0	53.1	52.2	49.0	54.5	54.3	51.3	48.0	75.2
	(5.0)	(6.1)	(8.0)	(11.8)	(6.3)	(7.9)	(8.7)	(8.0)	(9.3)	(6.2)	(10.3)	(12.3)
Simplifying instruction	63.4	65.7	67.6	54.2	61.2	65.8	63.5	63.9	62.5	62.3	62.2	77.0
	(4.8)	(5.9)	(7.9)	(12.7)	(6.2)	(7.5)	(8.3)	(7.7)	(9.0)	(6.0)	(9.9)	(11.9)
Other accommodations	11.4	7.3	14.8	13.1	10.9	11.9	15.7	9.4	9.4	12.5	8.4	9.0
	(3.2)	(3.2)	(6.0)	(8.6)	(3.9)	(5.1)	(6.3)	(4.7)	(5.4)	(4.1)	(5.7)	(8.1)
Number of respondents	316	162	114	40	175	141	114	130	72	222	65	26
Average percentage of vocational course time spent in:												
Classroom instruction	54.4	51.9	53.2	57.4	55.2	53.7	55.4	50.8	58.8	53.0	57.5	57.9
	(2.4)	(3.4)	(5.3)	(7.4)	(3.1)	(3.7)	(4.5)	(4.0)	(3.5)	(3.1)	(4.6)	(5.5)
Work experience at school	19.6	18.1	12.7	19.0	20.9	17.9	16.4	21.8	20.0	20.0	20.8	14.5
	(1.8)	(2.8)	(3.2)	(5.7)	(2.4)	(2.7)	(3.0)	(3.3)	(2.7)	(2.3)	(3.8)	(3.8)
Community-based experience	18.9	20.0	18.6	17.8	18.6	19.4	19.1	18.9	18.8	18.0	18.9	25.0
	(1.7)	(2.6)	(3.7)	(5.9)	(2.2)	(2.5)	(3.2)	(2.9)	(2.2)	(2.1)	(3.0)	(4.4)
Number of respondents	596	158	106	35	334	258	172	230	192	396	121	74

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* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19B: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
Services/Programs	Regular School	Special School	Partially Sighted	Blind
Percentage in schools with vocational classes designed specifically for students with disabilities	56.3	97.1	68.1	78.7
	(4.8)	(1.8)	(4.8)	(5.6)
Number of respondents	344	314	307	224
Percentage in schools that helped students with disabilities in regular vocational classes by:*				
Making physical adaptations	43.0	---	39.7	51.1
	(5.0)		(6.6)	(10.8)
Increasing teacher contact	77.0	---	78.7	74.8
	(4.2)		(5.5)	(9.4)
Providing human aides	52.7	---	53.0	65.7
	(5.0)		(6.8)	(10.2)
Simplifying instruction	63.4	---	62.8	66.5
	(4.8)		(6.5)	(10.2)
Other accommodations	11.4	---	13.1	7.0
	(3.2)		(4.6)	(5.5)
Number of respondents	316	0	160	83
Average percentage of vocational course time spent in:				
Classroom instruction	53.8	55.5	54.7	55.0
	(3.1)	(3.6)	(3.2)	(4.5)
Work experience at school	15.8	25.8	18.1	21.1
	(2.2)	(2.8)	(2.5)	(3.6)
Community-based experience	19.4	18.1	21.3	16.4
	(2.3)	(2.3)	(2.5)	(3.0)
Number of respondents	284	312	285	209

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* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19C: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Services/Programs	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with vocational classes designed specifically for students with disabilities	81.1	72.0	64.8	67.9	70.1	63.3	81.9	74.0	54.9
	(6.7)	(6.6)	(5.8)	(6.0)	(4.8)	(10.1)	(5.1)	(6.5)	(6.7)
Number of respondents	117	148	218	144	355	43	178	180	180
Percentage in schools that helped students with disabilities in regular vocational classes by:*									
Making physical adaptations	48.3	40.6	53.3	36.6	50.4	46.7	41.9	49.8	42.8
	(13.4)	(10.1)	(7.4)	(8.8)	(7.2)	(11.7)	(9.0)	(10.4)	(7.8)
Increasing teacher contact	79.0	74.7	72.9	78.0	78.3	58.1	77.8	79.9	71.5
	(10.9)	(8.9)	(6.6)	(7.6)	(5.9)	(11.6)	(7.6)	(8.3)	(7.1)
Providing human aides	58.1	55.1	57.5	49.3	58.7	65.9	47.5	58.2	65.4
	(13.2)	(10.2)	(7.4)	(9.2)	(7.0)	(11.1)	(9.1)	(10.2)	(7.5)
Simplifying instruction	65.0	70.8	62.4	58.0	64.8	62.9	67.0	64.3	52.9
	(12.8)	(9.3)	(7.2)	(9.0)	(6.8)	(11.4)	(8.6)	(10.0)	(7.9)
Other accommodations	6.3	6.5	8.7	9.9	10.1	10.0	5.3	5.8	18.4
	(6.5)	(5.1)	(4.2)	(5.5)	(4.3)	(7.1)	(4.1)	(4.9)	(6.1)
Number of respondents	45	63	130	74	161	34	78	85	105
Average percentage of vocational course time spent in:									
Classroom instruction	51.7	58.7	59.9	53.0	55.8	57.4	54.8	55.1	57.0
	(5.9)	(4.8)	(4.0)	(4.3)	(3.4)	(6.9)	(4.5)	(4.6)	(4.5)
Work experience at school	20.5	18.4	14.3	20.8	18.7	12.7	20.4	18.1	19.6
	(4.4)	(3.6)	(2.4)	(3.4)	(2.5)	(4.1)	(3.5)	(3.5)	(3.2)
Community-based experience	16.8	16.4	20.3	20.8	18.7	15.2	17.3	18.5	17.9
	(3.8)	(3.3)	(2.7)	(3.2)	(2.4)	(3.9)	(3.1)	(3.2)	(2.9)
Number of respondents	108	131	196	124	323	38	159	167	156

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* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20A: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided vocational assessment/career counseling to secondary special education students	94.3	91.5	90.2	94.8	90.7	98.6	90.9	94.7	97.2	92.4	98.7	97.6
	(1.7)	(3.1)	(4.6)	(5.4)	(2.6)	(1.4)	(4.0)	(2.7)	(1.9)	(2.4)	(1.7)	(2.8)
Number of respondents	658	189	129	43	376	279	190	255	213	438	134	81
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:												
Routinely to all students	50.1	66.5	81.1	78.0	45.2	56.0	58.0	52.2	39.1	51.5	50.7	41.3
	(3.8)	(5.6)	(6.5)	(10.7)	(4.9)	(5.9)	(7.5)	(6.3)	(5.5)	(4.9)	(7.5)	(8.6)
Routinely only to special education students	41.3	15.8	10.7	17.3	45.5	36.0	32.8	36.4	56.4	38.8	40.5	57.6
	(3.7)	(4.3)	(5.1)	(9.8)	(4.9)	(5.7)	(7.1)	(6.1)	(5.6)	(4.8)	(7.4)	(8.6)
Routinely only to those with some disabilities	2.6	1.3	4.2	0.6	3.0	2.2	5.4	1.5	1.4	3.0	3.0	0.0
	(1.2)	(1.3)	(3.3)	(2.0)	(1.7)	(1.8)	(3.4)	(1.6)	(1.3)	(1.7)	(2.5)	(0.0)
Occasionally to special education students	5.8	15.3	4.1	4.1	6.3	5.2	3.2	9.8	2.7	6.5	5.4	1.1
	(1.8)	(4.3)	(3.3)	(5.1)	(2.4)	(2.6)	(2.7)	(3.8)	(1.8)	(2.4)	(3.4)	(1.8)
Rarely or never to special education students	0.3	1.1	0.0	0.0	0.0	0.6	0.6	0.0	0.3	0.3	0.5	0.0
	(0.4)	(1.2)	(0.0)	(0.0)	(0.0)	(0.9)	(1.2)	(0.0)	(0.7)	(0.5)	(1.0)	(0.0)
Number of respondents	626	172	120	38	351	272	173	246	207	410	132	79
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*												
Grades 7 or 8	13.2	9.4	12.7	---	10.1	17.2	17.6	12.0	10.3	14.1	7.1	17.2
	(2.9)	(4.7)	(7.8)		(3.3)	(5.2)	(6.6)	(4.7)	(4.0)	(3.8)	(4.8)	(7.8)
Grades 9 or 10	72.0	81.0	85.5	---	64.4	81.3	67.9	78.2	67.5	69.7	78.8	74.1
	(3.6)	(5.3)	(7.2)		(4.9)	(5.0)	(7.4)	(5.6)	(5.9)	(4.7)	(6.9)	(8.8)
Grades 11 or 12	85.2	80.8	81.8	---	83.3	87.3	81.6	90.0	82.1	83.9	89.3	85.5
	(2.8)	(5.1)	(7.2)		(3.7)	(4.1)	(6.0)	(3.9)	(4.6)	(3.6)	(4.9)	(7.0)
Ungraded classes	54.9	47.0	52.7	---	54.1	55.8	54.0	51.7	59.9	54.1	58.3	53.4
	(4.3)	(8.4)	(12.0)		(5.6)	(6.9)	(8.9)	(7.3)	(6.5)	(5.5)	(9.3)	(10.3)
Number of respondents	443	81	54	14	248	192	115	170	158	292	81	67

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20B: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
Service Characteristics	Regular School	Special School	Partially Sighted	Blind
Percentage in schools that provided vocational assessment/career counseling to secondary special education students	92.0	98.6	94.1	93.6
	(2.6)	(1.3)	(2.4)	(3.2)
Number of respondents	344	314	308	226
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:				
Routinely to all students	78.1	0.0	56.5	35.0
	(4.2)	(0.0)	(5.2)	(6.8)
Routinely only to special education students	10.8	95.7	37.1	51.9
	(3.1)	(2.2)	(5.1)	(7.1)
Routinely only to those with some disabilities	1.7	4.3	0.8	4.5
	(1.3)	(2.2)	(0.9)	(2.9)
Occasionally to special education students	9.0	0.0	5.0	8.6
	(2.9)	(0.0)	(2.3)	(4.0)
Rarely or never to special education students	0.4	0.0	0.6	0.0
	(0.7)	(0.0)	(0.8)	(0.0)
Number of respondents	315	311	295	216
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*				
Grades 7 or 8	11.1	15.0	16.0	12.5
	(4.7)	(3.9)	(4.5)	(5.0)
Grades 9 or 10	83.1	58.6	78.0	72.9
	(4.6)	(5.4)	(4.7)	(6.4)
Grades 11 or 12	86.2	83.7	89.5	82.1
	(3.9)	(4.0)	(3.4)	(5.4)
Ungraded classes	49.2	59.6	52.3	53.7
	(7.6)	(5.4)	(6.2)	(7.6)
Number of respondents	133	310	201	169

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20C: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided vocational assessment/career counseling to secondary special education students	96.8	92.9	90.3	93.0	93.7	97.4	94.1	97.5	87.6
	(2.8)	(3.8)	(3.6)	(3.2)	(2.5)	(3.5)	(3.1)	(2.2)	(4.3)
Number of respondents	117	149	219	145	354	43	177	182	179
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:									
Routinely to all students	45.9	47.9	61.4	53.1	48.3	63.7	43.3	59.0	48.5
	(8.7)	(7.7)	(6.1)	(6.7)	(5.5)	(10.4)	(6.8)	(7.4)	(7.1)
Routinely only to special education students	42.3	48.0	31.4	39.8	44.0	15.8	45.0	37.6	44.2
	(8.6)	(7.7)	(5.8)	(6.5)	(5.4)	(7.9)	(6.8)	(7.3)	(7.0)
Routinely only to those with some disabilities	5.2	0.9	2.0	0.7	3.6	6.9	4.8	1.2	1.9
	(3.9)	(1.5)	(1.7)	(1.1)	(2.0)	(5.5)	(2.9)	(1.6)	(1.9)
Occasionally to special education students	6.6	2.4	4.8	6.5	4.0	10.5	6.3	1.9	5.4
	(4.3)	(2.4)	(2.7)	(3.3)	(2.2)	(6.6)	(3.3)	(2.0)	(3.2)
Rarely or never to special education students	0.0	0.8	0.4	0.0	0.2	3.3	0.6	0.4	0.0
	(0.0)	(1.3)	(0.8)	(0.0)	(0.5)	(3.9)	(1.1)	(0.9)	(0.0)
Number of respondents	114	140	203	135	338	40	169	175	164
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*									
Grades 7 or 8	11.3	22.0	9.3	7.8	14.1	17.5	12.5	18.2	9.1
	(5.9)	(7.4)	(4.5)	(4.2)	(4.3)	(11.8)	(5.2)	(6.5)	(4.9)
Grades 9 or 10	66.4	73.4	75.9	65.4	72.0	84.0	65.4	82.1	70.0
	(8.1)	(7.6)	(6.0)	(6.8)	(5.2)	(10.4)	(7.1)	(6.0)	(7.0)
Grades 11 or 12	82.4	85.1	87.1	84.2	86.1	86.8	82.9	90.0	81.1
	(6.5)	(5.8)	(4.5)	(5.1)	(3.8)	(9.1)	(5.4)	(4.6)	(5.8)
Ungraded classes	57.0	48.2	54.1	52.4	56.9	61.0	59.9	47.7	56.8
	(9.3)	(9.1)	(7.7)	(8.0)	(6.1)	(16.8)	(7.8)	(8.6)	(8.4)
Number of respondents	86	99	132	88	246	17	120	124	106

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20A: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools providing vocational assessment/counseling, percentage in schools that:												
Used formal assessment of student interests/skills	79.4	83.3	82.4	77.3	77.9	81.5	80.2	79.1	79.1	79.3	80.5	77.3
	(3.0)	(4.3)	(6.1)	(11.1)	(3.9)	(4.5)	(5.8)	(4.9)	(4.7)	(3.8)	(5.9)	(7.9)
Gave students information about alternative careers	94.2	92.5	95.8	85.2	94.0	94.4	92.6	96.6	92.5	93.7	95.4	95.1
	(1.7)	(3.0)	(3.2)	(9.4)	(2.2)	(2.7)	(3.8)	(2.2)	(3.0)	(2.3)	(3.1)	(4.1)
Recommended specific careers	83.7	79.6	76.0	72.0	88.2	78.5	77.3	84.4	89.2	80.4	89.9	91.3
	(2.7)	(4.6)	(6.8)	(11.9)	(3.0)	(4.8)	(6.1)	(4.4)	(3.6)	(3.7)	(4.4)	(5.3)
Recommended specific training/ education	85.1	82.1	72.4	80.9	87.8	81.9	79.2	86.2	89.3	83.2	89.7	87.0
	(2.6)	(4.4)	(7.2)	(10.4)	(3.1)	(4.5)	(5.9)	(4.2)	(3.6)	(3.5)	(4.5)	(6.3)
Informed students about colleges/ training programs for students with disabilities	82.2	79.5	76.6	66.2	82.3	81.8	77.7	83.2	85.1	81.6	85.2	81.0
	(2.8)	(4.7)	(6.8)	(12.5)	(3.6)	(4.5)	(6.1)	(4.5)	(4.1)	(3.6)	(5.2)	(7.4)
Number of respondents	627	173	121	37	351	273	172	247	208	410	132	80

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20B: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

	Type of School Attended		Severity of Visual Impairment	
Service Characteristics	Regular School	Special School	Partially Sighted	Blind
Of students in schools providing vocational assessment/counseling, percentage in schools that:				
Used formal assessment of student interests/skills	81.3	76.0	79.8	79.0
	(3.9)	(4.7)	(4.1)	(5.5)
Gave students information about alternative careers	93.0	96.3	93.1	96.6
	(2.5)	(2.1)	(2.6)	(2.5)
Recommended specific careers	76.7	96.3	89.0	85.5
	(4.2)	(2.1)	(3.2)	(4.8)
Recommended specific training/ education	78.6	96.7	88.6	86.4
	(4.1)	(1.9)	(3.3)	(4.7)
Informed students about colleges/ training programs for students with disabilities	75.7	93.8	82.3	89.4
	(4.2)	(2.6)	(3.9)	(4.2)
Number of respondents	316	311	296	216

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20C: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing vocational assessment/counseling, percentage in schools that:									
Used formal assessment of student interests/skills	75.8	81.2	79.7	81.6	79.1	68.0	73.5	82.9	79.3
	(7.0)	(6.0)	(5.0)	(5.0)	(4.3)	(10.5)	(5.9)	(5.4)	(5.5)
Gave students information about alternative careers	95.8	95.9	94.6	92.5	94.8	87.0	95.8	94.7	96.3
	(3.3)	(3.0)	(2.8)	(3.4)	(2.4)	(7.5)	(2.7)	(3.2)	(2.6)
Recommended specific careers	83.5	84.3	87.1	84.8	85.2	62.3	85.1	82.2	87.8
	(6.0)	(5.6)	(4.2)	(4.6)	(3.7)	(10.9)	(4.8)	(5.5)	(4.5)
Recommended specific training/ education	82.7	88.0	88.4	85.6	84.2	70.3	87.0	85.2	87.6
	(6.1)	(5.0)	(4.0)	(4.5)	(3.9)	(10.2)	(4.5)	(5.1)	(4.5)
Informed students about colleges/ training programs for students with disabilities	77.2	86.7	85.3	68.3	85.2	75.2	81.5	84.2	85.1
	(6.8)	(5.2)	(4.4)	(6.0)	(3.8)	(9.7)	(5.2)	(5.3)	(4.9)
Number of respondents	114	140	204	135	339	40	170	175	164

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21A: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided work adjustment training to secondary special ed. students	91.1	88.0	90.7	84.3	91.5	90.6	84.5	94.4	93.6	89.4	92.2	100
	(2.0)	(3.6)	(4.5)	(9.1)	(2.5)	(3.3)	(5.0)	(2.7)	(2.8)	(2.8)	(3.9)	(0.0)
Number of respondents	657	190	129	41	374	280	189	255	213	437	134	81
Of students in schools providing work adjustment training, percentage in schools that provided it:												
Routinely to all students	34.8	58.9	56.7	33.4	34.6	35.2	35.5	37.6	30.1	34.9	37.0	29.7
	(3.6)	(6.1)	(8.3)	(12.6)	(4.7)	(5.8)	(7.6)	(6.1)	(4.9)	(4.8)	(7.0)	(7.9)
Routinely only to special education students	50.0	20.8	31.9	36.3	49.0	50.8	50.4	43.5	58.7	48.7	46.7	62.5
	(3.8)	(5.0)	(7.8)	(12.9)	(4.9)	(6.1)	(8.0)	(6.3)	(5.3)	(5.0)	(7.2)	(8.3)
Routinely only to those with some disabilities	10.6	12.0	8.3	20.9	12.1	8.8	11.5	12.5	7.2	11.4	11.8	4.4
	(2.4)	(4.0)	(4.6)	(10.9)	(3.2)	(3.4)	(5.1)	(4.2)	(2.8)	(3.2)	(4.7)	(3.5)
Occasionally to special education students	4.6	8.3	3.1	9.4	4.2	5.1	2.6	6.5	3.9	4.9	4.4	3.4
	(1.6)	(3.4)	(2.9)	(7.8)	(2.0)	(2.7)	(2.5)	(3.1)	(2.1)	(2.2)	(3.0)	(3.1)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	607	160	117	34	345	259	161	240	206	393	128	81
Of students in schools providing work adjustment training, percentage in schools with training in:*												
Grades 7 or 8	15.1	2.8	4.7	---	14.9	15.1	18.8	13.6	13.3	14.2	14.8	20.6
	(3.1)	(2.8)	(4.9)		(4.0)	(4.9)	(6.9)	(5.0)	(4.5)	(3.9)	(6.7)	(8.3)
Grades 9 or 10	65.6	65.2	76.1	---	60.4	71.8	63.8	69.3	62.4	63.0	71.6	69.7
	(3.8)	(6.4)	(8.9)		(5.0)	(5.8)	(7.6)	(6.2)	(6.0)	(4.9)	(7.7)	(9.1)
Grades 11 or 12	86.7	80.9	82.4	---	84.1	89.9	78.3	91.5	88.6	84.2	94.2	89.2
	(2.6)	(4.9)	(6.8)		(3.6)	(3.7)	(6.2)	(3.5)	(3.8)	(3.6)	(3.7)	(6.0)
Ungraded classes	49.3	54.1	60.9	---	50.5	48.0	50.1	48.2	50.0	50.0	46.6	48.1
	(4.4)	(8.4)	(11.7)		(5.6)	(6.9)	(8.9)	(7.3)	(6.6)	(5.6)	(9.4)	(10.3)
Number of respondents	443	81	54	14	248	192	115	170	158	292	81	67

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21B: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
Service Characteristics	Regular School	Special School	Partially Sighted	Blind
Percentage in schools that provided work adjustment training to secondary special ed. students	88.2 (3.1)	96.8 (1.9)	92.9 (2.6)	90.8 (3.8)
Number of respondents	343	314	308	226
Of students in schools providing work adjustment training, percentage in schools that provided it:				
Routinely to all students	54.6 (5.1)	0.0 (0.0)	37.9 (5.1)	27.7 (6.2)
Routinely only to special education students	25.6 (4.5)	92.8 (2.9)	50.8 (5.3)	53.0 (6.9)
Routinely only to those with some disabilities	12.9 (3.4)	6.7 (2.8)	6.6 (2.6)	13.4 (4.7)
Occasionally to special education students	7.0 (2.6)	0.5 (0.8)	4.7 (2.2)	5.9 (3.3)
Rarely or never to special education students	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
Number of respondents	297	310	289	215
Of students in schools providing work adjustment training, percentage in schools with training in:*				
Grades 7 or 8	7.0 (3.8)	21.9 (4.5)	19.0 (4.9)	16.9 (5.7)
Grades 9 or 10	74.4 (5.3)	54.9 (5.4)	74.5 (5.0)	61.0 (7.1)
Grades 11 or 12	86.1 (3.8)	87.6 (3.6)	92.2 (2.9)	86.1 (4.8)
Ungraded classes	56.4 (7.6)	43.6 (5.4)	44.7 (6.2)	47.2 (7.7)
Number of respondents	133	310	201	169

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21C: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided work adjustment training to secondary special ed. students	90.3	85.4	89.4	86.9	91.7	78.8	91.5	86.2	90.4
	(4.7)	(5.2)	(3.7)	(4.2)	(2.9)	(9.0)	(3.7)	(4.9)	(3.9)
Number of respondents	117	148	219	146	353	42	177	181	179
Of students in schools providing work adjustment training, percentage in schools that provided it:									
Routinely to all students	33.5	37.2	40.1	44.5	32.5	46.8	34.6	38.4	35.7
	(8.5)	(7.3)	(6.4)	(6.4)	(5.1)	(12.5)	(6.7)	(7.4)	(6.9)
Routinely only to special education students	45.6	53.9	45.4	42.4	50.9	29.6	44.0	52.6	47.5
	(8.9)	(7.6)	(6.5)	(6.4)	(5.4)	(11.5)	(6.9)	(7.6)	(7.2)
Routinely only to those with some disabilities	16.8	2.7	8.9	4.8	13.6	2.4	14.4	6.3	10.3
	(6.7)	(2.5)	(3.7)	(2.8)	(3.7)	(3.9)	(4.9)	(3.7)	(4.4)
Occasionally to special education students	4.1	6.2	5.6	8.2	3.0	21.1	7.0	2.7	6.5
	(3.6)	(3.7)	(3.0)	(3.6)	(1.9)	(10.3)	(3.6)	(2.5)	(3.6)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	108	133	196	130	333	30	162	165	162
Of students in schools providing work adjustment training, percentage in schools with training in:*									
Grades 7 or 8	13.4	19.3	11.6	9.8	19.2	0.0	15.8	15.6	10.8
	(6.4)	(7.1)	(4.9)	(4.7)	(4.9)	(0.0)	(5.8)	(6.2)	(5.2)
Grades 9 or 10	54.8	71.3	76.0	59.8	70.0	83.6	62.3	75.5	67.3
	(8.5)	(7.5)	(6.0)	(6.9)	(5.3)	(10.5)	(7.0)	(6.7)	(7.4)
Grades 11 or 12	80.8	87.9	90.6	82.9	88.2	89.9	80.1	92.2	89.6
	(6.6)	(5.1)	(3.9)	(5.0)	(3.5)	(8.1)	(5.6)	(4.1)	(4.4)
Ungraded classes	47.2	41.6	47.2	54.5	49.0	51.8	49.3	39.6	59.5
	(9.3)	(8.9)	(7.7)	(7.9)	(6.2)	(17.2)	(8.0)	(8.4)	(8.4)
Number of respondents	86	99	132	88	246	17	120	124	106

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21A: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools providing work adjustment training, percentage in schools with training in:												
Production skills	74.4	81.4	79.2	44.7	73.7	75.4	75.6	73.1	75.3	74.7	70.7	78.1
	(3.3)	(4.7)	(6.7)	(13.7)	(4.2)	(5.1)	(6.5)	(5.4)	(5.0)	(4.2)	(6.8)	(7.8)
Relationships with coworkers/ supervisors	97.8	94.8	100	95.9	98.3	97.1	97.4	97.8	98.1	98.0	96.7	98.3
	(1.1)	(2.7)	(0.0)	(5.4)	(1.2)	(2.0)	(2.4)	(1.8)	(1.6)	(1.3)	(2.7)	(2.4)
Attendance/punctuality	98.6	95.3	99.7	100	98.8	98.2	96.9	100	98.0	98.8	97.4	99.2
	(0.9)	(2.5)	(0.9)	(0.0)	(1.0)	(1.6)	(2.6)	(0.0)	(1.6)	(1.0)	(2.4)	(1.7)
Appropriate dress/grooming	98.5	95.1	99.6	100	98.7	98.2	98.1	99.0	98.0	99.0	96.3	99.2
	(0.9)	(2.6)	(1.0)	(0.0)	(1.1)	(1.6)	(2.1)	(1.2)	(1.6)	(0.9)	(2.8)	(1.7)
Job-related practices (e.g., using sick leave)	89.3	81.8	87.1	84.1	88.7	89.9	88.9	90.6	87.7	89.4	91.9	83.7
	(2.3)	(4.6)	(5.5)	(10.1)	(3.0)	(3.6)	(4.8)	(3.6)	(3.8)	(3.0)	(4.1)	(6.9)
Work skills (e.g., counting change, completing forms)	93.0	91.1	90.2	89.2	91.9	94.4	93.4	92.3	93.8	92.0	97.0	91.6
	(1.9)	(3.4)	(4.9)	(8.6)	(2.6)	(2.7)	(3.8)	(3.3)	(2.8)	(2.6)	(2.6)	(5.2)
Use of transportation	79.4	87.0	78.5	45.5	80.3	78.0	80.4	77.8	80.7	79.0	77.0	84.9
	(3.0)	(4.0)	(6.7)	(13.7)	(3.8)	(4.9)	(6.0)	(5.1)	(4.6)	(3.9)	(6.3)	(6.7)
Number of respondents	605	160	115	34	344	258	159	240	206	391	128	81

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21B: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

	Type of School Attended		Severity of Visual Impairment	
Service Characteristics	Regular School	Special School	Partially Sighted	Blind
Of students in schools providing work adjustment training, percentage in schools with training in:				
Production skills	72.6 (4.6)	77.6 (4.6)	73.5 (4.6)	81.8 (5.3)
Relationships with coworkers/ supervisors	96.8 (1.8)	99.5 (0.7)	97.9 (1.5)	98.5 (1.7)
Attendance/punctuality	97.9 (1.5)	99.7 (0.6)	98.8 (1.2)	99.0 (1.4)
Appropriate dress/grooming	97.8 (1.5)	99.7 (0.6)	98.6 (1.2)	99.0 (1.4)
Job-related practices (e.g., using sick leave)	84.9 (3.7)	96.8 (1.9)	90.2 (3.1)	92.5 (3.6)
Work skills (e.g., counting change, completing forms)	92.5 (2.7)	93.9 (2.6)	93.8 (2.5)	91.9 (3.7)
Use of transportation	74.0 (4.5)	88.7 (3.5)	77.4 (4.4)	90.9 (3.9)
Number of respondents	295	310	287	214

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21C: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing work adjustment training, percentage in schools with training in:									
Production skills	73.4	68.1	76.3	65.8	75.6	62.8	71.5	71.4	73.6
	(7.4)	(7.3)	(5.4)	(6.2)	(4.6)	(12.3)	(6.2)	(6.8)	(6.1)
Relationships with coworkers/ supervisors	98.4	97.7	97.0	98.4	97.8	92.8	98.1	97.6	97.0
	(2.1)	(2.3)	(2.2)	(1.6)	(1.5)	(6.6)	(1.9)	(2.3)	(2.4)
Attendance/punctuality	99.0	100	97.0	97.5	98.6	100	98.4	98.8	98.0
	(1.7)	(0.0)	(2.2)	(2.0)	(1.2)	(0.0)	(1.7)	(1.6)	(2.0)
Appropriate dress/grooming	99.0	100	98.0	97.5	98.9	100	98.4	98.4	98.7
	(1.7)	(0.0)	(1.8)	(2.0)	(1.1)	(0.0)	(1.7)	(1.9)	(1.5)
Job-related practices (e.g., using sick leave)	86.6	92.5	89.1	85.6	89.5	83.6	85.6	94.0	87.1
	(5.7)	(4.1)	(4.0)	(4.6)	(3.3)	(9.4)	(4.8)	(3.6)	(4.6)
Work skills (e.g., counting change, completing forms)	93.5	90.1	93.9	92.6	92.8	87.9	94.6	90.0	91.3
	(4.1)	(4.7)	(3.0)	(3.4)	(2.8)	(8.3)	(3.1)	(4.5)	(3.9)
Use of transportation	83.3	79.2	71.4	84.3	74.8	80.3	78.0	74.2	78.0
	(6.3)	(6.4)	(5.7)	(4.8)	(4.6)	(10.1)	(5.7)	(6.5)	(5.7)
Number of respondents	107	133	196	129	332	31	163	164	161

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22A: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided work exploration/experience to secondary special ed. students	76.6	72.0	71.2	52.9	80.1	72.1	69.5	75.9	85.0	75.3	73.5	89.6
	(3.0)	(5.0)	(7.0)	(12.5)	(3.6)	(5.1)	(6.4)	(5.1)	(4.1)	(3.9)	(6.5)	(5.7)
Number of respondents	656	189	129	41	373	280	189	254	213	436	134	81
Of students in schools providing work exploration/experience, percentage in schools that provided it:												
Routinely to all students	29.9	60.5	52.9	18.7	31.7	27.7	26.5	32.7	29.3	29.9	30.4	29.4
	(3.5)	(5.8)	(8.6)	(13.1)	(4.7)	(5.3)	(7.7)	(5.8)	(4.9)	(4.6)	(6.6)	(7.8)
Routinely only to special education students	47.5	22.8	32.2	34.1	41.4	55.4	48.4	43.7	51.5	44.4	51.3	57.9
	(3.8)	(5.0)	(8.0)	(16.0)	(5.0)	(5.9)	(8.7)	(6.1)	(5.3)	(5.0)	(7.2)	(8.5)
Routinely only to those with some disabilities	11.5	10.0	6.9	41.3	15.0	6.9	12.5	14.1	7.5	13.5	10.9	2.6
	(2.5)	(3.6)	(4.3)	(16.6)	(3.6)	(3.0)	(5.8)	(4.3)	(2.8)	(3.5)	(4.5)	(2.7)
Occasionally to special education students	11.1	6.7	8.1	5.9	12.0	10.0	12.6	9.4	11.8	12.2	7.4	10.0
	(2.4)	(3.0)	(4.7)	(7.9)	(3.3)	(3.6)	(5.8)	(3.6)	(3.4)	(3.3)	(3.8)	(5.2)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	556	139	96	25	319	234	137	223	196	359	115	77
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*												
Grades 7 or 8	8.6	1.6	3.8	---	7.2	9.9	10.5	8.1	7.4	7.9	7.2	14.1
	(2.5)	(2.2)	(4.5)		(3.0)	(4.2)	(5.6)	(4.0)	(3.6)	(3.1)	(5.0)	(7.5)
Grades 9 or 10	52.8	45.5	29.7	---	55.0	49.4	46.1	48.4	65.5	50.1	60.4	53.9
	(4.3)	(7.6)	(10.1)		(5.5)	(6.9)	(8.6)	(7.2)	(6.3)	(5.5)	(8.9)	(10.5)
Grades 11 or 12	76.9	64.8	78.9	---	76.7	77.0	72.4	75.9	82.9	76.6	77.2	78.0
	(3.3)	(6.2)	(7.2)		(4.3)	(5.3)	(7.2)	(5.5)	(4.7)	(4.3)	(6.8)	(8.3)
Ungraded classes	44.3	51.8	42.3	---	48.6	39.1	40.5	42.0	51.4	44.3	36.7	52.8
	(4.5)	(8.5)	(11.8)		(5.8)	(6.9)	(9.0)	(7.3)	(6.9)	(5.7)	(9.3)	(10.7)
Number of respondents	417	80	54	14	231	183	108	163	146	274	78	62

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22B: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
Service Characteristics	Regular School	Special School	Partially Sighted	Blind
Percentage in schools that provided work exploration/experience to secondary special ed. students	65.9	97.2	79.0	76.1
	(4.5)	(1.8)	(4.1)	(5.7)
Number of respondents	342	314	308	226
Of students in schools providing work exploration/experience, percentage in schools that provided it:				
Routinely to all students	52.8	0.0	35.9	24.4
	(5.3)	(0.0)	(5.2)	(5.3)
Routinely only to special education students	24.4	77.6	44.5	52.3
	(4.6)	(4.6)	(5.3)	(6.2)
Routinely only to those with some disabilities	15.3	6.7	8.9	11.2
	(3.8)	(2.8)	(3.1)	(3.9)
Occasionally to special education students	7.5	15.7	10.7	12.1
	(2.8)	(4.0)	(3.3)	(4.0)
Rarely or never to special education students	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	245	311	267	204
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*				
Grades 7 or 8	2.3	14.2	8.9	12.0
	(2.3)	(4.0)	(3.7)	(5.1)
Grades 9 or 10	37.3	69.0	52.7	54.9
	(6.6)	(5.3)	(6.1)	(7.7)
Grades 11 or 12	69.6	87.8	80.3	74.4
	(5.1)	(3.7)	(4.4)	(6.4)
Ungraded classes	40.8	47.4	33.4	48.9
	(7.5)	(5.7)	(6.1)	(8.0)
Number of respondents	132	285	188	157

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22C: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided work exploration/experience to secondary special ed. students	73.3	75.1	77.7	75.5	74.8	78.1	75.7	76.0	79.3
	(7.1)	(6.4)	(5.0)	(5.3)	(4.5)	(9.2)	(5.6)	(6.1)	(5.3)
Number of respondents	117	147	219	146	353	41	176	181	179
Of students in schools providing work exploration/experience, percentage in schools that provided it:									
Routinely to all students	24.6	33.2	40.4	38.7	28.8	38.5	31.6	28.7	35.0
	(7.3)	(7.2)	(6.9)	(6.5)	(5.0)	(12.3)	(6.7)	(6.2)	(7.6)
Routinely only to special education students	47.7	45.8	36.4	38.5	46.2	37.7	42.1	48.6	40.4
	(8.5)	(7.6)	(6.7)	(6.5)	(5.5)	(12.2)	(7.1)	(6.9)	(7.8)
Routinely only to those with some disabilities	18.0	7.3	9.4	11.4	14.5	10.7	18.0	11.4	8.3
	(6.5)	(4.0)	(4.1)	(4.3)	(3.9)	(7.8)	(5.6)	(4.4)	(4.4)
Occasionally to special education students	9.8	13.8	13.8	11.4	10.5	13.2	8.3	11.3	16.3
	(5.0)	(5.3)	(4.8)	(4.3)	(3.4)	(8.6)	(4.0)	(4.4)	(5.9)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	98	128	175	117	302	30	148	158	142
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*									
Grades 7 or 8	7.9	11.3	10.1	8.3	10.0	0.0	7.5	10.8	10.6
	(5.3)	(5.9)	(4.8)	(4.4)	(3.9)	(0.0)	(4.3)	(5.6)	(5.3)
Grades 9 or 10	54.8	50.0	49.8	66.5	47.3	52.1	50.3	58.1	58.2
	(9.4)	(9.1)	(7.6)	(7.1)	(6.3)	(16.7)	(7.9)	(8.5)	(8.2)
Grades 11 or 12	70.2	83.7	83.2	79.3	76.8	68.7	70.1	87.2	84.9
	(8.2)	(6.1)	(5.0)	(5.6)	(4.8)	(11.6)	(6.7)	(5.3)	(5.3)
Ungraded classes	47.1	46.4	36.5	53.4	43.6	45.4	48.0	39.6	54.5
	(9.8)	(9.3)	(7.6)	(7.9)	(6.4)	(17.1)	(8.2)	(8.8)	(8.6)
Number of respondents	78	93	126	88	224	17	113	113	102

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23A: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided job skills training to secondary special education students	76.2	75.3	77.3	80.0	76.6	75.8	71.7	80.6	74.8	76.0	75.6	77.9
	(3.0)	(4.7)	(6.5)	(10.0)	(3.9)	(4.9)	(6.2)	(4.7)	(5.0)	(3.9)	(6.3)	(7.8)
Number of respondents	657	190	129	41	373	281	190	255	212	438	133	81
Of students in schools providing job skills training, percentage in schools that provided it:												
Routinely to all students	55.9	85.6	76.4	75.6	52.8	60.0	51.0	65.1	46.8	57.2	58.8	43.6
	(4.2)	(4.7)	(7.8)	(12.1)	(5.4)	(6.5)	(8.4)	(6.6)	(5.9)	(5.4)	(7.8)	(9.4)
Routinely only to special education students	25.9	7.5	7.7	11.4	23.6	28.6	25.2	22.3	31.9	24.8	25.0	32.1
	(3.7)	(3.6)	(4.9)	(9.0)	(4.6)	(6.0)	(7.3)	(5.8)	(5.5)	(4.7)	(6.9)	(8.9)
Routinely only to those with some disabilities	3.1	0.9	0.6	9.5	4.4	1.6	4.0	1.2	5.1	2.5	7.0	0.0
	(1.5)	(1.3)	(1.5)	(8.3)	(2.2)	(1.6)	(3.3)	(1.5)	(2.6)	(1.7)	(4.0)	(0.0)
Occasionally to special education students	15.1	6.1	15.3	3.5	19.3	9.7	19.8	11.3	16.3	15.5	9.3	24.3
	(3.0)	(3.2)	(6.6)	(5.2)	(4.3)	(3.9)	(6.7)	(4.4)	(4.4)	(3.9)	(4.6)	(8.2)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	508	139	102	29	285	221	143	201	164	339	102	63
Of students in schools providing job skills training, percentage in schools providing it in:*												
Grades 9 or 10	52.7	47.0	45.8	---	54.5	50.2	49.6	54.1	53.9	54.7	52.7	42.1
	(4.2)	(7.6)	(11.0)		(5.3)	(6.7)	(8.4)	(6.9)	(6.4)	(5.3)	(9.0)	(9.9)
Grades 11 or 12	79.6	81.8	86.6	---	79.6	79.6	75.9	82.9	78.5	79.0	82.4	77.2
	(3.1)	(4.8)	(5.9)		(3.9)	(4.9)	(6.5)	(4.7)	(4.9)	(4.0)	(6.0)	(8.0)
Ungraded classes	36.4	37.5	43.9	---	37.6	34.8	38.1	32.2	40.0	36.7	35.7	33.4
	(4.2)	(8.2)	(11.9)		(5.4)	(6.6)	(8.6)	(6.8)	(6.5)	(5.4)	(9.0)	(9.7)
Number of respondents	443	81	54	14	248	192	115	170	158	292	81	67

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23B: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
Service Characteristics	Regular School	Special School	Partially Sighted	Blind
Percentage in schools that provided job skills training to secondary special education students	78.0	72.8	80.8	74.4
	(3.9)	(4.8)	(4.0)	(5.8)
Number of respondents	343	314	308	226
Of students in schools providing job skills training, percentage in schools that provided it:				
Routinely to all students	82.9	0.0	59.5	44.8
	(4.2)	(0.0)	(5.5)	(8.0)
Routinely only to special education students	5.3	68.5	25.9	32.1
	(2.5)	(5.4)	(4.9)	(7.5)
Routinely only to those with some disabilities	3.1	3.1	2.3	1.9
	(1.9)	(2.0)	(1.7)	(2.2)
Occasionally to special education students	8.7	28.4	12.3	21.2
	(3.2)	(5.2)	(3.7)	(6.6)
Rarely or never to special education students	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	261	247	251	172
Of students in schools providing job skills training, percentage in schools providing it in:*				
Grades 9 or 10	58.3	46.7	54.4	44.3
	(6.6)	(5.5)	(5.9)	(7.4)
Grades 11 or 12	87.8	66.5	84.9	76.0
	(3.5)	(5.2)	(3.8)	(6.0)
Ungraded classes	39.3	34.0	36.0	39.0
	(7.5)	(5.2)	(6.0)	(7.5)
Number of respondents	133	310	201	169

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23C: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided job skills training to secondary special education students	78.8	74.8	70.9	79.0	74.8	65.4	79.3	76.7	64.2
	(6.5)	(6.5)	(5.5)	(5.0)	(4.5)	(10.5)	(5.3)	(6.0)	(6.3)
Number of respondents	118	147	219	146	354	41	177	180	180
Of students in schools providing job skills training, percentage in schools that provided it:									
Routinely to all students	56.5	52.9	64.4	60.3	54.2	69.8	60.5	56.6	51.1
	(9.7)	(8.1)	(6.9)	(7.2)	(6.0)	(12.8)	(7.2)	(8.5)	(7.5)
Routinely only to special education students	27.8	33.4	16.2	20.7	24.7	19.1	23.3	31.1	20.3
	(8.7)	(7.7)	(5.3)	(6.0)	(5.2)	(11.0)	(6.2)	(7.9)	(6.1)
Routinely only to those with some disabilities	2.1	2.0	0.8	1.9	4.6	0.0	2.3	4.0	5.1
	(2.8)	(2.3)	(1.3)	(2.0)	(2.5)	(0.0)	(2.2)	(3.3)	(3.3)
Occasionally to special education students	13.6	11.6	18.6	17.0	16.6	11.1	13.9	8.3	23.5
	(6.7)	(5.2)	(5.6)	(5.5)	(4.5)	(8.7)	(5.1)	(4.7)	(6.4)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	93	114	160	115	272	25	142	138	128
Of students in schools providing job skills training, percentage in schools providing it in:*									
Grades 9 or 10	52.9	57.1	54.9	61.7	52.9	65.5	55.5	58.9	47.7
	(9.1)	(8.6)	(7.3)	(7.3)	(5.9)	(15.1)	(7.5)	(8.0)	(8.2)
Grades 11 or 12	76.3	82.0	76.5	79.4	79.3	75.8	78.3	81.5	71.6
	(7.2)	(6.1)	(5.5)	(5.4)	(4.4)	(11.7)	(5.7)	(5.9)	(6.5)
Ungraded classes	32.2	40.1	35.1	43.7	34.3	54.1	39.3	36.3	32.2
	(8.7)	(8.9)	(7.4)	(7.9)	(5.9)	(17.1)	(7.8)	(8.3)	(8.0)
Number of respondents	86	99	132	88	246	17	120	124	106

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24A: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided job development/placement services to secondary special ed. students	67.9	75.8	84.3	52.1	69.8	65.7	72.3	64.3	68.4	68.4	65.1	70.4
	(3.3)	(4.7)	(5.6)	(12.5)	(4.2)	(5.4)	(6.2)	(5.7)	(5.3)	(4.2)	(7.0)	(8.6)
Number of respondents	658	191	129	41	374	281	190	255	213	438	134	81
Of students in schools providing job development/placement services, percentage in schools that provided it:												
Routinely to all students	41.7	66.3	54.6	35.7	40.2	43.9	37.9	45.0	41.5	41.8	43.8	37.7
	(4.3)	(5.4)	(8.9)	(16.2)	(5.4)	(7.1)	(8.9)	(7.0)	(6.2)	(5.7)	(8.1)	(9.6)
Routinely only to special education students	30.2	17.2	31.9	16.3	26.2	35.6	31.0	30.4	29.3	28.0	31.1	42.6
	(4.0)	(4.3)	(8.3)	(12.5)	(4.9)	(6.9)	(8.4)	(6.5)	(5.7)	(5.1)	(7.6)	(9.8)
Routinely only to those with some disabilities	14.6	8.9	7.1	35.1	20.5	6.6	13.4	15.8	14.5	14.3	19.8	8.1
	(3.1)	(3.2)	(4.6)	(16.2)	(4.5)	(3.6)	(6.2)	(5.1)	(4.4)	(4.0)	(6.5)	(5.4)
Occasionally to special education students	12.8	5.8	5.8	12.9	12.2	13.5	17.3	7.4	14.7	15.2	4.2	11.6
	(2.9)	(2.6)	(4.2)	(11.3)	(3.6)	(4.9)	(6.9)	(3.7)	(4.4)	(4.1)	(3.3)	(6.3)
Rarely or never to special education students	0.7	1.8	0.5	0.0	0.9	0.5	0.5	1.4	0.0	0.7	1.0	0.0
	(0.7)	(1.5)	(1.3)	(0.0)	(1.0)	(1.0)	(1.2)	(1.7)	(0.0)	(1.0)	(1.6)	(0.0)
Number of respondents	437	151	102	23	251	185	122	171	144	289	89	56
Of students in schools providing job development/placement services, percentage in schools providing it in:*												
Grade 10	21.4	36.9	30.3	---	17.8	25.8	24.2	22.5	16.9	22.2	23.4	12.9
	(3.4)	(7.6)	(9.7)		(4.1)	(5.8)	(7.3)	(5.8)	(4.9)	(4.4)	(7.5)	(6.9)
Grade 11	59.0	66.4	81.6	---	55.9	62.9	63.2	55.6	59.7	59.1	59.8	57.0
	(3.8)	(6.3)	(7.0)		(5.0)	(6.0)	(7.6)	(6.4)	(6.0)	(4.9)	(8.0)	(9.8)
Grade 12	67.8	76.3	84.0	---	66.5	69.6	74.8	63.2	67.4	67.5	71.4	63.1
	(3.5)	(5.2)	(6.3)		(4.5)	(5.6)	(6.7)	(6.0)	(5.5)	(4.6)	(6.9)	(9.3)
Ungraded classes	39.9	54.1	42.2	---	42.0	37.2	43.2	37.0	40.5	42.0	34.1	37.0
	(4.3)	(8.5)	(12.0)		(5.5)	(6.7)	(8.9)	(7.0)	(6.5)	(5.5)	(8.9)	(10.0)
Number of respondents	441	80	53	14	247	191	114	170	157	290	81	67

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24B: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
Service Characteristics	Regular School	Special School	Partially Sighted	Blind
Percentage in schools that provided job development/placement services to secondary special ed. students	73.7	56.7	68.8	66.8
	(4.2)	(5.4)	(4.7)	(6.2)
Number of respondents	344	314	308	227
Of students in schools providing job development/placement services, percentage in schools that provided it:				
Routinely to all students	58.3	0.0	51.0	33.9
	(5.3)	(0.0)	(6.0)	(7.4)
Routinely only to special education students	21.3	52.6	30.1	31.8
	(4.4)	(7.4)	(5.5)	(7.3)
Routinely only to those with some disabilities	12.7	19.5	8.0	20.9
	(3.6)	(5.9)	(3.3)	(6.4)
Occasionally to special education students	6.7	28.0	9.5	13.4
	(2.7)	(6.7)	(3.5)	(5.3)
Rarely or never to special education students	1.0	0.0	1.5	0.0
	(1.1)	(0.0)	(1.4)	(0.0)
Number of respondents	262	175	207	155
Of students in schools providing job development/placement services, percentage in schools providing it in:*				
Grade 10	36.7	6.7	24.3	13.8
	(6.5)	(2.7)	(5.1)	(5.1)
Grade 11	72.8	39.8	64.2	51.7
	(5.1)	(5.4)	(5.3)	(7.1)
Grade 12	79.5	49.7	71.4	63.3
	(4.3)	(5.5)	(4.9)	(6.6)
Ungraded classes	41.8	38.3	32.7	41.9
	(7.6)	(5.3)	(5.9)	(7.6)
Number of respondents	132	309	200	169

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24C: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided job development/placement services to secondary special ed. students	64.2	58.8	70.9	63.6	69.8	68.4	65.4	63.5	72.3
	(7.7)	(7.3)	(5.4)	(5.9)	(4.7)	(10.3)	(6.2)	(6.8)	(5.8)
Number of respondents	118	147	220	147	354	41	177	181	180
Of students in schools providing job development/placement services, percentage in schools that provided it:									
Routinely to all students	42.7	38.1	49.3	50.4	39.2	54.8	41.1	44.9	41.4
	(10.5)	(8.3)	(7.1)	(7.6)	(6.0)	(13.5)	(7.6)	(8.5)	(8.5)
Routinely only to special education students	24.5	30.0	33.1	16.5	35.7	30.8	24.6	35.3	31.1
	(9.1)	(7.8)	(6.7)	(5.7)	(5.9)	(12.5)	(6.6)	(8.2)	(8.0)
Routinely only to those with some disabilities	20.6	15.5	5.0	15.3	15.7	7.9	24.7	9.2	10.2
	(8.5)	(6.1)	(3.1)	(5.5)	(4.5)	(7.3)	(6.6)	(4.9)	(5.2)
Occasionally to special education students	12.3	15.5	11.5	16.7	8.8	2.8	8.9	10.1	16.7
	(6.9)	(6.2)	(4.5)	(5.7)	(3.5)	(4.4)	(4.4)	(5.1)	(6.5)
Rarely or never to special education students	0.0	1.0	1.2	1.0	0.5	3.7	0.7	0.6	0.6
	(0.0)	(1.7)	(1.5)	(1.5)	(0.9)	(5.1)	(1.3)	(1.3)	(1.3)
Number of respondents	75	93	150	90	250	26	120	121	117
Of students in schools providing job development/placement services, percentage in schools providing it in:*									
Grade 10	8.3	18.0	35.1	24.6	20.1	52.7	14.4	27.0	31.5
	(5.1)	(6.8)	(6.9)	(6.6)	(4.8)	(15.8)	(5.5)	(7.3)	(7.4)
Grade 11	48.5	53.3	72.1	61.3	61.2	61.1	46.4	65.2	72.5
	(8.6)	(8.4)	(5.9)	(6.9)	(5.4)	(14.1)	(7.3)	(7.3)	(6.5)
Grade 12	57.6	64.1	77.9	68.8	71.0	73.7	61.6	70.4	74.9
	(8.3)	(7.7)	(5.4)	(6.3)	(4.9)	(11.8)	(6.8)	(6.9)	(6.1)
Ungraded classes	42.2	45.8	31.3	51.3	38.0	43.0	48.9	31.4	49.1
	(9.3)	(9.0)	(7.2)	(8.0)	(6.0)	(17.0)	(8.0)	(8.0)	(8.5)
Number of respondents	85	99	132	87	246	17	119	124	106

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24A: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools providing job development/placement services, percentage in schools that typically:												
Referred students to potential employers	83.9	93.6	91.4	82.6	81.1	87.5	83.4	87.4	79.8	84.5	80.9	86.1
	(3.2)	(3.1)	(4.9)	(13.0)	(4.4)	(4.7)	(6.4)	(4.8)	(5.6)	(4.1)	(7.1)	(7.8)
Transported students to/from interviews	70.8	62.3	60.7	72.0	70.7	70.7	68.3	65.3	80.8	67.6	71.6	87.6
	(4.0)	(6.0)	(8.5)	(15.4)	(5.1)	(6.4)	(8.0)	(6.9)	(5.5)	(5.3)	(8.2)	(7.4)
Trained in interviewing skills	91.9	86.3	91.9	95.4	93.1	90.2	87.0	94.7	93.7	90.9	91.5	98.2
	(2.4)	(4.3)	(4.7)	(7.2)	(2.8)	(4.2)	(5.8)	(3.3)	(3.4)	(3.2)	(5.1)	(3.0)
Reviewed interview experiences	82.3	79.6	83.2	67.8	80.4	84.7	76.1	84.3	86.7	80.3	85.1	89.3
	(3.4)	(5.0)	(6.5)	(16.0)	(4.4)	(5.1)	(7.3)	(5.3)	(4.8)	(4.5)	(6.4)	(7.0)
Helped prepare resumes	69.2	73.8	74.6	59.0	66.5	72.6	63.8	75.7	66.6	66.8	68.6	84.8
	(4.1)	(5.5)	(7.6)	(16.8)	(5.3)	(6.3)	(8.3)	(6.2)	(6.6)	(5.3)	(8.4)	(8.1)
Worked with employers on job modifications	61.6	68.7	49.3	61.0	59.6	64.1	59.3	61.2	64.8	57.1	74.2	69.0
	(4.3)	(5.8)	(8.7)	(16.7)	(5.5)	(6.8)	(8.5)	(7.1)	(6.7)	(5.6)	(7.9)	(10.4)
Number of respondents	434	148	103	22	249	184	123	170	141	287	88	56
Of students in schools providing job development/placement services, average number of special education students who:												
Received job placement services	19	26	21	16	19	19	17	21	20	18	22	21
	(1.7)	(2.7)	(3.7)	(5.2)	(2.3)	(2.4)	(2.8)	(3.2)	(2.4)	(2.0)	(4.4)	(3.4)
Were placed in jobs	13	17	14	9	12	13	11	14	13	11	16	15
	(1.4)	(2.2)	(3.3)	(2.5)	(1.9)	(1.8)	(2.2)	(2.7)	(1.8)	(1.4)	(4.3)	(3.0)
Number of respondents	415	140	93	21	237	177	118	159	137	274	84	53
Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job	59.9	66.6	63.9	58.2	55.4	66.0	60.6	61.8	56.7	59.2	61.9	60.3
	(2.9)	(3.6)	(4.6)	(11.5)	(3.7)	(4.5)	(5.0)	(5.0)	(5.0)	(3.7)	(6.1)	(7.5)
Number of respondents	410	137	92	21	235	174	116	158	136	271	83	53

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24B: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

	Type of School Attended		Severity of Visual Impairment	
Service Characteristics	Regular School	Special School	Partially Sighted	Blind
Of students in schools providing job development/placement services, percentage in schools that typically:				
Referred students to potential employers	90.9 (3.1)	66.6 (6.9)	84.0 (4.5)	82.0 (6.2)
Transported students to/from interviews	62.6 (5.3)	91.1 (4.2)	69.7 (5.7)	75.3 (6.9)
Trained in interviewing skills	91.1 (3.1)	93.8 (3.5)	92.0 (3.3)	92.5 (4.2)
Reviewed interview experiences	79.9 (4.4)	88.3 (4.7)	79.0 (5.0)	87.8 (5.3)
Helped prepare resumes	73.6 (4.8)	58.3 (7.2)	74.8 (5.4)	67.3 (7.5)
Worked with employers on job modifications	58.4 (5.4)	69.7 (6.7)	56.8 (6.1)	61.7 (7.8)
Number of respondents	259	175	206	154
Of students in schools providing job development/placement services, average number of special education students who:				
Received job placement services	22 (2.2)	13 (2.0)	24 (2.7)	15 (2.3)
Were placed in jobs	15 (1.9)	8 (1.4)	17 (2.3)	9 (1.7)
Number of respondents	241	174	196	150
Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job	64.6 (3.2)	49.1 (5.6)	64.3 (3.9)	56.3 (5.3)
Number of respondents	236	174	192	150

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24C: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing job development/placement services, percentage in schools that typically:									
Referred students to potential employers	87.1	80.6	83.2	83.6	82.8	96.3	87.3	87.9	79.9
	(6.8)	(7.4)	(5.5)	(5.9)	(4.7)	(5.3)	(5.3)	(5.7)	(6.5)
Transported students to/from interviews	74.1	68.3	63.4	74.9	69.9	69.3	81.1	62.8	62.4
	(8.8)	(8.7)	(7.0)	(6.9)	(5.7)	(12.8)	(6.3)	(8.5)	(7.8)
Trained in interviewing skills	93.6	88.9	94.0	88.1	94.0	89.1	90.5	92.1	95.9
	(4.9)	(5.9)	(3.5)	(5.2)	(2.9)	(8.7)	(4.7)	(4.7)	(3.2)
Reviewed interview experiences	87.8	80.0	76.3	80.5	81.9	78.5	86.9	76.1	64.7
	(6.6)	(7.5)	(6.2)	(6.3)	(4.7)	(11.4)	(5.4)	(7.5)	(5.8)
Helped prepare resumes	74.1	71.8	61.3	65.5	68.7	67.0	72.0	59.4	70.6
	(8.8)	(8.4)	(7.1)	(7.6)	(5.7)	(13.1)	(7.2)	(8.6)	(7.4)
Worked with employers on job modifications	63.4	53.0	49.6	63.9	60.6	61.9	62.0	57.5	59.2
	(9.7)	(9.3)	(7.3)	(7.6)	(6.0)	(13.5)	(7.8)	(8.7)	(8.0)
Number of respondents	74	93	148	88	249	26	119	119	117
Of students in schools providing job development/placement services, average number of special education students who:									
Received job placement services	15	23	18	21	17	25	21	17	19
	(3.0)	(3.5)	(2.2)	(3.2)	(1.9)	(5.1)	(2.9)	(2.8)	(2.9)
Were placed in jobs	9	15	12	13	11	19	13	11	12
	(2.3)	(2.3)	(1.6)	(2.1)	(1.4)	(5.0)	(2.1)	(2.0)	(2.1)
Number of respondents	68	89	141	83	240	23	112	115	111
Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job	53.9	62.9	62.2	60.1	58.5	71.0	58.8	59.1	59.4
	(6.7)	(5.9)	(5.3)	(5.1)	(4.1)	(7.1)	(5.1)	(6.0)	(5.5)
Number of respondents	68	89	138	82	237	23	112	111	111

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25A: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided postemployment services to secondary special ed. students	43.0	56.6	53.0	18.0	44.9	40.9	37.1	44.0	47.8	41.3	39.9	59.2
	(3.5)	(5.4)	(7.8)	(9.6)	(4.5)	(5.6)	(6.7)	(5.9)	(5.7)	(4.5)	(7.2)	(9.2)
Number of respondents	656	191	127	41	373	280	189	254	213	436	134	81
Of the students in schools providing postemployment services, percentage in schools providing it in:*												
Grade 10	10.0	18.9	22.2	---	12.3	7.1	11.8	9.5	8.8	10.6	8.0	9.7
	(2.6)	(6.2)	(9.1)		(3.7)	(3.6)	(5.7)	(4.3)	(3.8)	(3.4)	(5.1)	(6.3)
Grade 11	26.4	35.0	37.9	---	25.5	27.9	29.4	25.0	25.4	25.9	30.0	25.4
	(3.7)	(7.0)	(9.8)		(4.7)	(6.1)	(7.8)	(6.1)	(5.7)	(4.7)	(8.3)	(8.9)
Grade 12	47.7	62.8	68.1	---	48.9	46.4	45.7	48.3	48.7	46.2	50.5	50.9
	(4.1)	(6.6)	(9.0)		(5.3)	(6.6)	(8.4)	(6.8)	(6.4)	(5.3)	(8.7)	(10.0)
Ungraded classes	25.8	43.6	30.4	---	29.4	21.7	17.5	27.4	32.1	25.8	19.7	33.2
	(4.0)	(8.5)	(11.5)		(5.3)	(5.9)	(7.0)	(6.6)	(6.5)	(5.1)	(7.7)	(10.1)
Number of respondents	412	79	50	14	229	180	106	162	144	271	76	62
Of the students in schools providing postemployment services, percentage in schools that typically:												
Contacted only students after employment	2.3	2.2	5.0	---	2.9	1.5	1.3	3.3	1.8	1.8	6.1	0.0
	(1.4)	(2.1)	(4.0)		(2.0)	(1.8)	(2.4)	(2.6)	(1.9)	(1.6)	(4.6)	(0.0)
Contacted only employers after employment	1.0	0.5	2.6	---	0.3	1.8	3.0	0.4	0.0	1.4	0.0	0.0
	(0.9)	(1.0)	(2.9)		(0.7)	(2.0)	(3.6)	(0.9)	(0.0)	(1.4)	(0.0)	(0.0)
Contacted both students and employers after employment	96.7	97.3	92.3	---	96.8	96.6	95.7	96.3	98.2	96.7	93.9	100
	(1.7)	(2.3)	(4.8)		(2.1)	(2.7)	(4.3)	(2.8)	(1.9)	(2.2)	(4.6)	(0.0)
Number of respondents	304	98	76	6	172	132	77	122	105	200	58	44
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	17.5	12.0	10.8	---	18.0	16.7	17.6	15.8	19.7	17.8	16.4	17.9
	(2.3)	(2.4)	(1.6)		(2.9)	(3.5)	(5.1)	(3.5)	(3.6)	(3.2)	(3.7)	(5.2)
Number of respondents	187	70	57	4	113	74	42	78	67	119	40	26

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25B: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
Service Characteristics	Regular School	Special School	Partially Sighted	Blind
Percentage in schools that provided postemployment services to secondary special ed. students	47.1 (4.7)	35.0 (5.2)	50.1 (5.0)	37.2 (6.4)
Number of respondents	342	314	308	227
Of the students in schools providing postemployment services, percentage in schools providing it in:*				
Grade 10	19.8 (5.6)	0.0 (0.0)	14.1 (4.3)	6.1 (3.7)
Grade 11	37.3 (6.3)	13.6 (3.9)	32.2 (5.5)	17.6 (5.9)
Grade 12	61.9 (5.9)	29.0 (5.2)	56.7 (5.7)	38.7 (7.4)
Ungraded classes	32.9 (7.3)	19.6 (4.5)	26.8 (5.7)	26.9 (7.1)
Number of respondents	127	285	188	155
Of the students in schools providing postemployment services, percentage in schools that typically:				
Contacted only students after employment	2.8 (2.0)	1.0 (1.4)	2.7 (2.0)	1.8 (1.9)
Contacted only employers after employment	1.3 (1.4)	0.0 (0.0)	0.8 (1.1)	1.8 (1.9)
Contacted both students and employers after employment	95.8 (2.4)	99.0 (1.4)	96.4 (2.3)	96.4 (2.6)
Number of respondents	175	129	161	104
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	11.0 (1.7)	42.7 (3.2)	15.6 (2.7)	20.0 (4.7)
Number of respondents	130	57	97	62

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Table 25C: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided postemployment services to secondary special ed. students	40.7	36.3	50.0	47.2	40.6	50.7	42.6	35.4	49.0
	(7.9)	(7.2)	(6.0)	(6.1)	(5.1)	(11.1)	(6.5)	(6.8)	(6.6)
Number of respondents	118	147	218	147	352	41	177	181	178
Of the students in schools providing postemployment services, percentage in schools providing it in:*									
Grade 10	10.3	3.9	17.9	13.2	9.4	9.9	9.8	5.5	17.0
	(5.8)	(3.6)	(5.9)	(5.2)	(3.7)	(9.7)	(4.7)	(4.1)	(6.3)
Grade 11	24.4	24.4	37.3	28.2	26.5	37.6	28.9	24.5	28.8
	(7.9)	(7.7)	(7.1)	(6.6)	(5.5)	(14.6)	(6.9)	(7.5)	(7.2)
Grade 12	42.1	47.7	57.2	52.8	47.3	67.6	44.2	44.1	58.2
	(9.0)	(8.7)	(7.0)	(7.1)	(6.0)	(13.3)	(7.5)	(8.5)	(7.6)
Ungraded classes	26.3	19.8	32.3	36.8	22.6	46.7	26.5	19.5	36.9
	(8.7)	(7.4)	(7.5)	(7.7)	(5.5)	(17.2)	(7.3)	(7.2)	(8.5)
Number of respondents	78	93	122	88	220	17	113	110	100
Of the students in schools providing postemployment services, percentage in schools that typically:									
Contacted only students after employment	1.4	3.4	1.2	4.8	0.8	0.0	1.1	3.1	1.3
	(2.2)	(3.6)	(1.9)	(4.2)	(1.1)	(0.0)	(1.7)	(3.0)	(2.1)
Contacted only employers after employment	0.0	0.0	3.3	2.4	0.5	2.7	0.0	4.2	0.0
	(0.0)	(0.0)	(3.1)	(3.0)	(0.9)	(5.4)	(0.0)	(3.4)	(0.0)
Contacted both students and employers after employment	98.6	96.6	95.5	92.8	98.7	97.3	98.9	92.7	98.7
	(2.2)	(3.6)	(3.6)	(5.1)	(1.4)	(5.4)	(1.7)	(4.5)	(2.1)
Number of respondents	56	63	105	58	177	18	82	78	87
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	18.8	17.6	19.8	15.2	19.1	---	16.0	19.3	19.2
	(5.4)	(5.3)	(4.1)	(3.5)	(3.4)		(3.9)	(5.8)	(4.2)
Number of respondents	35	35	61	48	95	11	53	41	54

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided life skills programs to secondary special education students	92.4	90.4	88.8	86.6	92.8	91.8	90.5	92.2	94.6	91.4	93.9	95.9
	(1.9)	(3.2)	(5.0)	(8.6)	(2.3)	(3.2)	(4.0)	(3.2)	(2.6)	(2.6)	(3.5)	(3.7)
Number of respondents	655	193	124	41	374	278	191	253	211	437	133	80
Of students in schools providing life skills programs, percentage that provided it:												
Routinely to all students	40.6	61.6	57.8	66.6	35.4	47.5	45.3	43.2	32.2	40.8	44.2	32.2
	(3.7)	(5.8)	(8.6)	(12.9)	(4.7)	(6.0)	(7.4)	(6.4)	(5.3)	(4.8)	(7.7)	(8.2)
Routinely only to special education students	45.6	19.1	24.5	20.7	47.8	42.2	41.0	40.6	56.9	44.4	43.6	56.0
	(3.8)	(4.7)	(7.5)	(11.1)	(4.9)	(6.0)	(7.3)	(6.4)	(5.6)	(4.9)	(7.7)	(8.7)
Routinely only to those with some disabilities	12.0	16.0	15.8	9.2	14.5	8.9	11.1	13.9	10.1	13.1	8.5	11.8
	(2.5)	(4.4)	(6.4)	(7.9)	(3.5)	(3.4)	(4.7)	(4.5)	(3.4)	(3.3)	(4.3)	(5.7)
Occasionally to special education students	1.9	3.3	2.0	3.5	2.3	1.4	2.6	2.3	0.7	1.7	3.7	0.0
	(1.0)	(2.1)	(2.5)	(5.0)	(1.5)	(1.4)	(2.4)	(1.9)	(0.9)	(1.3)	(2.9)	(0.0)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	614	170	112	35	350	261	175	236	203	404	127	78
Of students in schools providing life skills programs, percentage providing it in:*												
Grades 7 or 8	46.3	16.6	32.7	---	44.4	48.2	48.4	39.8	52.5	45.5	44.2	52.7
	(4.2)	(5.9)	(10.4)		(5.4)	(6.8)	(8.4)	(7.0)	(6.6)	(5.4)	(9.3)	(10.3)
Grades 9 or 10	86.6	82.9	87.5	---	83.9	89.8	81.4	90.3	86.5	85.0	92.9	85.2
	(2.7)	(5.0)	(5.9)		(3.7)	(3.8)	(6.0)	(3.8)	(4.2)	(3.5)	(4.2)	(7.0)
Grades 11 or 12	87.0	83.4	77.5	---	86.1	88.0	77.3	90.7	91.3	84.2	94.1	90.7
	(2.6)	(4.6)	(7.3)		(3.3)	(4.0)	(6.3)	(3.7)	(3.3)	(3.5)	(3.7)	(5.6)
Ungraded classes	70.9	69.2	58.0	---	73.2	68.0	61.8	71.0	79.7	68.2	72.4	82.9
	(4.0)	(7.8)	(11.8)		(4.9)	(6.5)	(8.6)	(6.6)	(5.3)	(5.2)	(8.4)	(7.8)
Number of respondents	443	81	54	14	248	192	115	170	158	292	81	67

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
Service Characteristics	Regular School	Special School	Partially Sighted	Blind
Percentage in schools that provided life skills programs to secondary special education students	88.4	100	91.3	94.7
	(3.1)	(0.0)	(2.9)	(3.0)
Number of respondents	341	314	304	225
Of students in schools providing life skills programs, percentage that provided it:				
Routinely to all students	64.9	0.0	45.9	36.3
	(4.9)	(0.0)	(5.4)	(6.8)
Routinely only to special education students	16.8	93.4	41.2	50.4
	(3.8)	(2.7)	(5.3)	(7.1)
Routinely only to those with some disabilities	15.2	6.6	10.5	12.9
	(3.7)	(2.7)	(3.3)	(4.7)
Occasionally to special education students	3.1	0.0	2.5	0.4
	(1.8)	(0.0)	(1.7)	(0.9)
Rarely or never to special education students	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	300	314	286	215
Of students in schools providing life skills programs, percentage providing it in:*				
Grades 7 or 8	22.9	68.6	40.5	52.8
	(6.0)	(5.1)	(6.0)	(7.5)
Grades 9 or 10	87.8	84.9	88.7	89.4
	(3.7)	(3.9)	(3.5)	(4.4)
Grades 11 or 12	84.1	91.5	88.4	92.1
	(3.9)	(3.0)	(3.5)	(3.7)
Ungraded classes	64.3	76.2	63.7	77.1
	(7.3)	(4.7)	(6.0)	(6.4)
Number of respondents	133	310	201	169

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26C: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided life skills programs to secondary special education students	88.7	95.6	91.8	86.1	94.1	80.0	92.8	92.1	92.0
	(5.1)	(3.1)	(3.3)	(4.3)	(2.4)	(8.7)	(3.4)	(3.9)	(3.6)
Number of respondents	118	147	219	145	352	43	179	179	179
Of students in schools providing life skills programs, percentage that provided it:									
Routinely to all students	37.9	42.0	48.1	54.9	35.8	54.2	38.1	48.9	37.5
	(8.8)	(7.6)	(6.4)	(6.4)	(5.3)	(11.9)	(6.8)	(7.7)	(6.9)
Routinely only to special education students	45.8	46.9	39.0	38.2	48.4	33.0	47.2	40.6	47.3
	(9.0)	(7.7)	(6.2)	(6.2)	(5.5)	(11.2)	(7.0)	(7.6)	(7.1)
Routinely only to those with some disabilities	15.5	9.2	10.4	6.6	13.4	10.4	14.7	7.7	12.1
	(6.5)	(4.4)	(3.9)	(3.2)	(3.8)	(7.3)	(4.9)	(4.1)	(4.6)
Occasionally to special education students	0.9	1.9	2.6	0.4	2.3	2.4	0.0	2.9	3.0
	(1.7)	(2.1)	(2.0)	(0.8)	(1.7)	(3.7)	(0.0)	(2.6)	(2.4)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	107	140	203	132	334	34	166	167	168
Of students in schools providing life skills programs, percentage providing it in:*									
Grades 7 or 8	44.3	59.0	38.3	44.7	48.5	22.6	42.7	51.5	50.5
	(9.0)	(8.6)	(7.4)	(7.7)	(6.1)	(12.9)	(7.7)	(8.3)	(8.3)
Grades 9 or 10	75.8	92.3	90.6	83.9	86.3	83.0	81.0	89.2	92.4
	(7.4)	(4.3)	(3.9)	(5.0)	(3.8)	(10.4)	(5.6)	(4.8)	(3.9)
Grades 11 or 12	80.7	92.8	89.8	81.1	89.5	80.2	83.7	91.1	91.5
	(6.8)	(4.1)	(3.9)	(5.2)	(3.3)	(10.3)	(5.1)	(4.3)	(3.9)
Ungraded classes	70.7	75.7	81.1	65.3	78.5	82.9	76.4	77.3	76.1
	(8.5)	(7.8)	(6.1)	(7.6)	(5.1)	(13.0)	(6.8)	(7.2)	(7.3)
Number of respondents	86	99	132	88	246	17	120	124	106

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Continued)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*												
Self-care skills	49.0	39.6	34.6	43.4	43.0	55.7	41.2	57.2	45.8	48.4	45.6	58.0
	(4.6)	(6.1)	(8.1)	(15.0)	(5.9)	(7.1)	(8.3)	(7.5)	(7.8)	(5.8)	(9.5)	(12.0)
Functional skills (e.g., telling time)	89.5	88.8	85.6	87.5	90.2	88.7	89.4	93.2	84.4	91.1	85.5	88.0
	(2.8)	(3.9)	(6.0)	(10.0)	(3.6)	(4.5)	(5.2)	(3.8)	(5.7)	(3.3)	(6.7)	(7.9)
Home care skills (e.g., cooking)	89.3	86.4	86.1	91.3	90.4	87.9	88.5	92.9	85.0	91.2	86.9	83.0
	(2.8)	(4.3)	(5.9)	(8.6)	(3.5)	(4.6)	(5.4)	(3.9)	(5.6)	(3.3)	(6.5)	(9.2)
Planning/goal setting	99.2	97.6	100	100	98.8	99.6	99.2	99.5	98.5	98.9	99.4	100
	(0.8)	(1.9)	(0.0)	(0.0)	(1.3)	(0.9)	(1.5)	(1.0)	(1.9)	(1.2)	(1.5)	(0.0)
Social skills (e.g., conflict resolution, self expression)	99.9	100	99.6	100	99.8	100	99.7	100	100	99.8	100	100
	(0.3)	(0.0)	(1.1)	(0.0)	(0.5)	(0.0)	(1.0)	(0.0)	(0.0)	(0.5)	(0.0)	(0.0)
Use of community resources	90.3	87.6	82.4	98.5	90.0	90.6	86.1	91.9	92.7	88.2	93.8	96.1
	(2.7)	(4.1)	(6.5)	(3.7)	(3.6)	(4.2)	(5.8)	(4.2)	(4.1)	(3.8)	(4.6)	(4.7)
Number of respondents	398	148	106	28	215	182	129	155	114	266	79	48
Percentage in schools with life skills programs for the severely impaired that included training in:**												
Self-care skills	72.0	40.9	62.3	43.4	71.2	72.6	69.0	67.6	79.9	68.4	75.3	84.3
	(3.8)	(7.5)	(10.4)	(19.9)	(4.9)	(6.0)	(8.2)	(6.4)	(5.1)	(5.0)	(7.7)	(7.3)
Functional skills (e.g., telling time)	86.3	75.7	83.0	58.7	89.4	82.4	90.1	80.9	90.7	85.9	84.1	90.8
	(2.9)	(6.5)	(8.1)	(19.8)	(3.3)	(5.1)	(5.3)	(5.4)	(3.7)	(3.8)	(6.5)	(5.8)
Home care skills (e.g., cooking)	83.2	73.0	78.6	42.5	86.2	79.1	87.1	79.0	85.6	83.4	76.1	91.8
	(3.1)	(6.7)	(8.8)	(19.9)	(3.7)	(5.4)	(6.0)	(5.6)	(4.5)	(4.0)	(7.6)	(5.5)
Planning/goal setting	99.8	99.5	99.5	100	99.8	99.7	99.6	100	99.6	99.9	99.3	100
	(0.4)	(1.1)	(1.5)	(0.0)	(0.4)	(0.7)	(1.1)	(0.0)	(0.8)	(0.4)	(1.5)	(0.0)
Social skills (e.g., conflict resolution, self expression)	99.5	99.5	98.3	100	99.4	99.7	98.7	100	99.6	99.5	99.3	100
	(0.6)	(1.1)	(2.8)	(0.0)	(0.8)	(0.7)	(2.0)	(0.0)	(0.8)	(0.7)	(1.5)	(0.0)
Use of community resources	95.8	92.0	89.8	97.3	95.6	96.0	93.6	97.6	95.0	96.6	93.4	95.8
	(1.7)	(4.1)	(6.5)	(6.5)	(2.2)	(2.6)	(4.4)	(2.1)	(2.8)	(1.9)	(4.4)	(4.0)
Number of respondents	476	100	67	16	268	205	115	192	169	311	90	70

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* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.

** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Continued)

	Type of School Attended		Severity of Visual Impairment	
Service Characteristics	Regular School	Special School	Partially Sighted	Blind
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*				
Self-care skills	36.3	96.7	51.2	54.3
	(5.1)	(3.1)	(6.3)	(8.8)
Functional skills (e.g., telling time)	87.1	98.6	90.9	88.0
	(3.6)	(2.0)	(3.6)	(5.7)
Home care skills (e.g., cooking)	86.8	98.9	89.8	87.0
	(3.6)	(1.8)	(3.8)	(5.9)
Planning/goal setting	99.3	98.6	100	100
	(0.9)	(2.0)	(0.0)	(0.0)
Social skills (e.g., conflict resolution, self expression)	99.9	100	100	100
	(0.4)	(0.0)	(0.0)	(0.0)
Use of community resources	88.1	98.6	86.6	97.6
	(3.5)	(2.0)	(4.3)	(2.7)
Number of respondents	271	127	196	128
Percentage in schools with life skills programs for the severely impaired that included training in:**				
Self-care skills	44.8	99.4	71.7	74.2
	(6.7)	(0.8)	(5.4)	(6.3)
Functional skills (e.g., telling time)	72.8	100	89.2	84.2
	(6.0)	(0.0)	(3.7)	(5.3)
Home care skills (e.g., cooking)	66.5	100	81.8	85.8
	(6.4)	(0.0)	(4.6)	(5.0)
Planning/goal setting	99.6	100	100	99.4
	(0.9)	(0.0)	(0.0)	(1.1)
Social skills (e.g., conflict resolution, self expression)	99.1	100	100	98.8
	(1.3)	(0.0)	(0.0)	(1.6)
Use of community resources	91.6	100	93.0	98.8
	(3.8)	(0.0)	(3.1)	(1.6)
Number of respondents	169	307	218	190

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* See Appendix for percentage in schools with life skills pfograms that served mildly learning handicapped students.

** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26C: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*									
Self-care skills	49.9	50.9	41.0	39.5	46.9	49.0	47.9	54.9	37.3
	(10.8)	(9.7)	(7.3)	(8.0)	(6.6)	(13.2)	(8.3)	(9.3)	(7.8)
Functional skills (e.g., telling time)	94.0	95.9	84.7	90.7	91.5	86.5	94.7	93.7	86.3
	(5.1)	(3.9)	(5.3)	(4.7)	(3.7)	(9.0)	(3.7)	(4.5)	(5.5)
Home care skills (e.g., cooking)	88.4	93.9	83.7	89.1	89.2	86.0	96.3	91.8	78.4
	(6.9)	(4.6)	(5.5)	(5.1)	(4.1)	(9.1)	(3.1)	(5.2)	(6.6)
Planning/goal setting	97.1	99.3	99.5	95.7	100	100	98.2	99.3	99.5
	(3.6)	(1.7)	(1.0)	(3.3)	(0.0)	(0.0)	(2.2)	(1.6)	(1.1)
Social skills (e.g., conflict resolution, self expression)	100	100	99.6	100	99.8	100	100	99.6	100
	(0.0)	(0.0)	(0.9)	(0.0)	(0.6)	(0.0)	(0.0)	(1.2)	(0.0)
Use of community resources	87.7	93.3	88.6	92.9	92.3	82.6	88.3	96.0	88.9
	(7.1)	(4.9)	(4.7)	(4.2)	(3.5)	(10.0)	(5.4)	(3.7)	(5.0)
Number of respondents	65	86	144	84	215	29	110	104	119
Percentage in schools with life skills programs for the severely impaired that included training in:**									
Self-care skills	73.8	71.2	68.7	64.9	74.3	60.3	67.7	74.3	74.7
	(8.3)	(7.8)	(6.7)	(7.6)	(5.2)	(16.8)	(7.3)	(7.3)	(6.9)
Functional skills (e.g., telling time)	88.5	89.5	80.1	89.0	85.2	94.3	86.6	92.4	80.5
	(6.0)	(5.3)	(5.8)	(5.0)	(4.2)	(8.0)	(5.3)	(4.4)	(6.3)
Home care skills (e.g., cooking)	87.2	80.8	79.0	86.4	82.9	87.3	80.6	84.7	86.6
	(6.3)	(6.7)	(5.9)	(5.5)	(4.4)	(11.4)	(6.2)	(6.0)	(5.4)
Planning/goal setting	100	100	99.1	100	100	100	100	99.6	99.4
	(0.0)	(0.0)	(1.3)	(0.0)	(0.0)	(0.0)	(0.0)	(1.0)	(1.2)
Social skills (e.g., conflict resolution, self expression)	100	99.2	99.1	100	100	100	100	98.8	99.4
	(0.0)	(1.6)	(1.3)	(0.0)	(0.0)	(0.0)	(0.0)	(1.8)	(1.2)
Use of community resources	97.4	94.5	95.2	96.7	96.2	86.1	96.0	97.4	94.3
	(3.0)	(3.9)	(3.1)	(2.9)	(2.2)	(11.9)	(3.1)	(2.7)	(3.7)
Number of respondents	85	111	150	88	272	17	126	130	121

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* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.

** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:*												
Self-care skills	91.3	88.9	85.0	84.7	93.8	88.1	93.0	91.9	89.1	93.2	88.8	85.4
	(3.1)	(5.9)	(9.5)	(12.9)	(3.5)	(5.6)	(5.9)	(5.1)	(5.3)	(3.7)	(7.4)	(9.3)
Functional skills (e.g., telling time)	72.5	98.2	90.4	69.9	70.0	76.2	87.4	71.0	61.3	74.5	82.2	49.3
	(5.0)	(2.5)	(7.8)	(16.5)	(6.7)	(7.4)	(7.7)	(8.4)	(8.2)	(6.3)	(8.9)	(13.2)
Home care skills (e.g., cooking)	67.4	91.7	81.7	69.9	65.9	69.0	73.7	70.5	57.9	66.8	74.8	60.3
	(5.2)	(5.2)	(10.3)	(16.5)	(6.9)	(8.0)	(10.2)	(8.5)	(8.4)	(6.8)	(10.1)	(12.9)
Planning/goal setting	78.1	98.2	91.9	88.5	79.1	77.4	78.2	83.2	71.6	78.4	85.2	64.6
	(4.6)	(2.5)	(7.2)	(11.5)	(5.9)	(7.2)	(9.6)	(6.9)	(7.6)	(6.0)	(8.3)	(12.6)
Social skills (e.g., conflict resolution, self expression)	83.5	96.1	92.9	88.3	79.6	88.3	88.5	82.2	80.7	83.0	83.3	85.7
	(4.1)	(3.6)	(6.8)	(11.5)	(5.9)	(5.6)	(7.4)	(7.1)	(6.7)	(5.4)	(8.7)	(9.2)
Use of community resources	81.8	99.3	92.9	75.5	79.3	84.8	89.1	80.7	76.8	84.1	77.9	75.5
	(4.3)	(1.6)	(6.8)	(15.5)	(5.9)	(6.2)	(7.2)	(7.3)	(7.1)	(5.3)	(9.7)	(11.3)
Number of respondents	269	65	44	20	145	123	68	104	97	172	53	41

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* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

	Type of School Attended		Severity of Visual Impairment	
Service Characteristics	Regular School	Special School	Partially Sighted	Blind
Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:*				
Self-care skills	84.8 (5.9)	100 (0.0)	90.8 (4.7)	95.3 (4.2)
Functional skills (e.g., telling time)	91.9 (4.5)	46.9 (7.8)	77.5 (6.8)	64.3 (9.5)
Home care skills (e.g., cooking)	88.6 (5.2)	39.3 (7.6)	75.4 (7.0)	65.9 (9.4)
Planning/goal setting	94.2 (3.8)	56.8 (7.7)	84.0 (6.0)	77.6 (8.3)
Social skills (e.g., conflict resolution, self expression)	93.2 (4.1)	70.7 (7.1)	84.2 (5.9)	83.3 (7.4)
Use of community resources	89.7 (5.0)	71.4 (7.0)	79.2 (6.6)	84.0 (7.3)
Number of respondents	115	154	119	101

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* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26C: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH VISUAL IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:*									
Self-care skills	92.4	97.1	85.2	94.2	92.7	79.4	92.0	92.8	89.6
	(7.0)	(4.2)	(6.4)	(5.1)	(4.1)	(14.8)	(5.7)	(6.1)	(6.0)
Functional skills (e.g., telling time)	81.9	59.7	69.7	66.8	73.9	95.8	78.0	64.0	75.0
	(10.2)	(12.3)	(8.3)	(10.3)	(6.9)	(7.4)	(8.7)	(11.3)	(8.5)
Home care skills (e.g., cooking)	73.3	57.1	69.7	59.7	68.1	81.4	74.6	55.8	67.4
	(11.7)	(12.4)	(8.3)	(10.7)	(7.3)	(14.3)	(9.2)	(11.7)	(9.2)
Planning/goal setting	86.2	76.2	78.3	68.4	77.9	100	80.8	82.9	69.4
	(9.1)	(10.6)	(7.4)	(10.1)	(6.5)	(0.0)	(8.3)	(8.9)	(9.0)
Social skills (e.g., conflict resolution, self expression)	83.7	84.0	77.0	67.3	84.6	100	88.3	73.4	84.8
	(9.8)	(9.2)	(7.6)	(10.2)	(5.7)	(0.0)	(6.7)	(10.4)	(7.0)
Use of community resources	86.2	77.0	73.9	73.2	81.1	100	84.7	74.5	81.5
	(9.1)	(10.5)	(7.9)	(9.6)	(6.2)	(0.0)	(7.6)	(10.3)	(7.6)
Number of respondents	43	52	97	47	153	15	69	66	80

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* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27A: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH VISUAL IMPAIRMENTS ATTENDED SECONDARY SCHOOL

Service Characteristics	Total	Community: Urban	Community: Suburban	Community: Rural	Gender: Male	Gender: Female	Age in 1987: 15-16	Age in 1987: 17-18	Age in 1987: 19 or older	School Status: In-School	School Status: Out 1 year or less	School Status: Out 1 - 2 Years
Percentage who attended secondary school in communities with educational resources that included:												
Special secondary schools for students with disabilities	75.0 (3.2)	80.4 (4.6)	65.2 (7.5)	43.9 (12.8)	75.3 (4.0)	74.3 (5.1)	67.5 (6.6)	79.0 (5.0)	77.2 (4.8)	75.6 (4.0)	73.5 (6.6)	74.3 (8.2)
Alternative/continuation schools	70.5 (3.7)	83.7 (4.3)	67.4 (7.4)	39.9 (12.6)	72.2 (4.7)	68.4 (6.0)	72.6 (6.8)	68.8 (6.3)	70.3 (6.2)	71.7 (4.6)	65.3 (8.2)	71.8 (9.6)
Vocational secondary schools	77.4 (3.0)	85.8 (3.9)	64.3 (7.5)	66.3 (11.9)	76.1 (3.9)	78.8 (4.7)	79.2 (5.7)	76.3 (5.2)	77.0 (4.9)	77.6 (3.9)	83.3 (5.5)	65.1 (8.9)
Magnet secondary schools	40.8 (3.8)	54.4 (5.6)	23.8 (6.9)	0.7 (2.2)	42.0 (4.8)	39.1 (6.0)	37.3 (6.9)	39.8 (6.3)	46.3 (6.3)	40.0 (4.7)	38.8 (7.9)	49.3 (10.2)
Postsecondary schools with programs for students with disabilities	76.5 (3.2)	76.2 (5.0)	80.9 (6.6)	52.4 (12.8)	77.6 (4.1)	75.0 (5.3)	81.7 (5.6)	80.2 (5.1)	65.7 (5.9)	79.2 (3.9)	69.2 (7.5)	72.6 (8.9)
Number of respondents	504	169	109	39	284	219	159	193	152	340	98	63
Percentage who attended secondary school in communities with adult services that included:												
Work facilities for adults with disabilities (e.g., sheltered workshops)	92.0 (2.0)	98.2 (1.5)	87.4 (5.2)	80.6 (9.8)	95.7 (1.9)	87.5 (3.8)	85.2 (5.0)	93.4 (3.0)	97.2 (1.9)	89.7 (2.8)	95.4 (3.1)	100 (0.0)
Group homes for adults with disabilities	83.3 (2.7)	96.8 (2.0)	73.9 (7.2)	68.8 (11.6)	85.5 (3.3)	80.3 (4.7)	78.3 (5.9)	85.2 (4.3)	85.5 (4.1)	81.8 (3.6)	88.8 (4.8)	83.1 (7.0)
Public job training programs (e.g., JTPA)	88.0 (2.5)	95.3 (2.6)	82.3 (6.3)	86.3 (9.0)	94.3 (2.3)	81.1 (4.9)	87.8 (4.9)	91.0 (3.7)	84.1 (4.6)	88.8 (3.1)	86.0 (5.8)	89.1 (6.3)
Centers for independent living	75.5 (3.3)	94.4 (2.8)	67.3 (8.5)	35.8 (13.2)	79.7 (4.0)	70.9 (5.6)	75.4 (6.8)	72.8 (5.7)	78.9 (4.9)	74.2 (4.4)	76.0 (6.8)	82.8 (7.4)
Advocacy groups for people with disabilities	91.2 (2.1)	98.6 (1.3)	87.8 (5.2)	78.3 (10.7)	94.2 (2.2)	87.5 (3.9)	90.0 (4.3)	90.6 (3.5)	93.2 (3.0)	89.4 (2.9)	95.2 (3.2)	95.9 (3.8)
Support or social groups for people with disabilities	90.0 (2.3)	97.9 (1.7)	78.2 (6.9)	72.6 (11.9)	95.0 (2.1)	84.4 (4.4)	90.9 (4.4)	88.6 (3.9)	91.2 (3.4)	89.4 (3.0)	94.3 (3.6)	85.4 (6.9)
Accommodations on public transportation for people with disabilities	77.7 (3.1)	87.9 (3.8)	80.1 (6.6)	56.0 (13.3)	81.5 (3.7)	73.5 (5.2)	79.5 (5.9)	73.9 (5.4)	81.1 (4.6)	75.4 (4.1)	84.9 (5.5)	78.8 (7.9)
Number of respondents	555	149	94	34	309	239	147	215	176	361	105	69

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27B: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH VISUAL IMPAIRMENTS ATTENDED SECONDARY SCHOOL

Service Characteristics	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Percentage who attended secondary school in communities with educational resources that included:				
Special secondary schools for students with disabilities	65.0	94.1	71.2	82.4
	(4.7)	(2.6)	(4.7)	(5.1)
Alternative/continuation schools	66.9	82.1	69.8	69.3
	(4.6)	(5.6)	(5.3)	(7.0)
Vocational secondary schools	72.7	87.1	78.0	73.2
	(4.3)	(3.7)	(4.2)	(6.0)
Magnet secondary schools	31.1	64.0	42.7	40.2
	(4.5)	(5.9)	(5.4)	(7.1)
Postsecondary schools with programs for students with disabilities	71.8	86.3	79.4	72.7
	(4.5)	(4.1)	(4.3)	(6.4)
Number of respondents	307	176	236	172
Percentage who attended secondary school in communities with adult services that included:				
Work facilities for adults with disabilities (e.g., sheltered workshops)	89.7	96.5	92.4	92.4
	(2.9)	(2.0)	(2.7)	(3.6)
Group homes for adults with disabilities	81.6	86.5	82.4	83.8
	(3.8)	(3.8)	(3.9)	(5.0)
Public job training programs (e.g., JTPA)	89.0	85.9	92.8	82.6
	(3.2)	(4.1)	(2.8)	(5.6)
Centers for independent living	70.5	84.6	78.8	72.7
	(4.9)	(4.1)	(4.4)	(6.3)
Advocacy groups for people with disabilities	90.3	92.9	90.7	88.7
	(2.9)	(2.9)	(3.0)	(4.3)
Support or social groups for people with disabilities	84.9	99.4	87.8	89.7
	(3.7)	(0.9)	(3.4)	(4.3)
Accommodations on public transportation for people with disabilities	78.3	76.5	80.9	73.3
	(4.1)	(4.7)	(4.1)	(6.1)
Number of respondents	269	267	267	179

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27C: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH VISUAL IMPAIRMENTS ATTENDED SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who attended secondary school in communities with educational resources that included:									
Special secondary schools for students with disabilities	80.7 (6.4)	73.2 (6.8)	71.2 (5.6)	73.8 (5.7)	73.0 (4.6)	78.5 (9.1)	72.1 (6.0)	78.7 (6.0)	73.5 (5.9)
Alternative/continuation schools	61.2 (9.3)	71.4 (7.7)	72.1 (5.9)	68.3 (6.8)	66.0 (5.4)	90.2 (6.9)	76.5 (6.3)	60.7 (8.2)	73.5 (6.3)
Vocational secondary schools	80.8 (6.4)	79.7 (6.2)	73.3 (5.3)	85.1 (4.5)	72.0 (4.7)	87.9 (7.3)	82.5 (5.1)	80.1 (5.8)	67.9 (6.1)
Magnet secondary schools	50.2 (8.4)	45.9 (7.9)	36.6 (6.3)	61.0 (6.5)	30.6 (5.1)	67.1 (10.5)	47.9 (6.8)	40.2 (7.7)	39.7 (6.8)
Postsecondary schools with programs for students with disabilities	64.0 (8.2)	73.6 (7.1)	83.9 (4.7)	73.3 (6.0)	73.6 (4.8)	91.5 (6.3)	75.4 (6.0)	68.1 (7.2)	79.6 (5.6)
Number of respondents	83	112	181	104	287	37	138	131	152
Percentage who attended secondary school in communities with adult services that included:									
Work facilities for adults with disabilities (e.g., sheltered workshops)	91.9 (4.5)	94.6 (3.4)	94.5 (2.8)	97.5 (2.0)	89.8 (3.1)	91.9 (6.3)	96.4 (2.5)	89.4 (4.5)	92.2 (3.5)
Group homes for adults with disabilities	83.7 (6.1)	82.8 (5.8)	89.3 (3.8)	92.3 (3.4)	82.3 (4.0)	75.3 (10.1)	85.3 (4.7)	83.7 (5.5)	90.9 (3.8)
Public job training programs (e.g., JTPA)	83.3 (6.4)	88.5 (5.2)	95.6 (2.7)	94.7 (3.1)	86.9 (3.8)	94.5 (5.6)	92.9 (3.7)	84.2 (5.6)	88.8 (4.5)
Centers for independent living	73.5 (7.7)	74.4 (7.1)	80.0 (5.4)	77.5 (5.8)	74.8 (4.9)	76.9 (10.4)	82.1 (5.5)	68.8 (7.2)	83.5 (5.4)
Advocacy groups for people with disabilities	83.9 (6.0)	98.0 (2.2)	97.3 (2.0)	92.3 (3.4)	92.9 (2.7)	95.7 (4.8)	97.5 (2.1)	86.5 (5.0)	96.8 (2.4)
Support or social groups for people with disabilities	85.7 (5.9)	93.5 (3.9)	93.3 (3.2)	89.7 (4.0)	90.5 (3.2)	88.8 (7.5)	94.7 (3.1)	85.2 (5.4)	95.5 (2.9)
Accommodations on public transportation for people with disabilities	69.8 (7.6)	78.7 (6.3)	85.6 (4.5)	84.3 (4.7)	77.1 (4.5)	81.3 (9.3)	73.6 (6.1)	79.9 (5.9)	87.3 (4.5)
Number of respondents	100	122	176	117	303	33	148	153	147

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage ever received:												
Job training	61.0	53.6	58.4	56.9	60.9	61.3	46.0	63.7	71.3	58.5	68.6	62.5
	(3.0)	(4.7)	(7.0)	(11.5)	(3.8)	(4.9)	(6.1)	(5.1)	(4.3)	(4.0)	(6.3)	(6.8)
Speech/language therapy	26.2	23.0	27.3	13.4	27.0	25.4	26.1	23.1	29.9	28.3	24.4	20.6
	(2.8)	(4.0)	(6.3)	(8.0)	(3.5)	(4.4)	(5.4)	(4.6)	(4.4)	(3.6)	(6.0)	(5.7)
Personal counseling/ therapy	32.0	28.8	20.9	24.6	34.0	29.7	25.9	35.7	33.4	33.5	29.2	28.7
	(2.9)	(4.3)	(5.8)	(10.1)	(3.8)	(4.6)	(5.4)	(5.2)	(4.5)	(3.8)	(6.3)	(6.4)
Occupational therapy/ life skills training	49.7	40.2	40.5	40.0	46.8	53.2	43.9	46.6	58.3	49.5	52.3	47.1
	(3.1)	(4.7)	(6.9)	(11.4)	(3.9)	(5.0)	(6.1)	(5.3)	(4.7)	(4.0)	(6.8)	(7.0)
A tutor, reader, or interpreter	44.3	46.9	53.0	42.2	43.6	45.3	34.6	53.6	42.6	45.3	44.1	41.0
	(3.1)	(4.7)	(7.1)	(11.6)	(4.0)	(5.0)	(5.8)	(5.4)	(4.8)	(4.0)	(6.9)	(7.0)
Physical therapy/mobility training	41.1	38.1	30.9	19.6	43.6	37.9	33.6	37.9	51.5	40.3	42.3	43.4
	(3.1)	(4.6)	(6.6)	(9.3)	(4.0)	(4.9)	(5.8)	(5.3)	(4.8)	(4.0)	(6.8)	(7.1)
Help with transportation because of disability	51.8	60.4	37.1	22.5	56.8	45.4	48.8	49.3	57.5	52.6	53.9	46.6
	(3.1)	(4.6)	(6.9)	(9.8)	(3.9)	(5.0)	(6.1)	(5.4)	(4.7)	(4.0)	(6.9)	(7.1)
Number of respondents	849	253	153	47	481	363	243	306	300	551	150	140

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
Service Characteristics	Regular School	Special School	Partially Sighted	Blind
Percentage ever received:				
Job training	55.7	76.0	66.3	67.6
	(4.2)	(4.4)	(4.4)	(5.5)
Speech/language therapy	21.7	39.9	20.2	27.2
	(3.5)	(5.1)	(3.8)	(5.3)
Personal counseling/ therapy	22.8	52.5	27.2	37.5
	(3.6)	(5.2)	(4.2)	(5.8)
Occupational therapy/ life skills training	37.8	78.2	45.4	63.0
	(4.1)	(4.2)	(4.6)	(5.7)
A tutor, reader, or interpreter	46.7	40.8	43.1	49.4
	(4.2)	(5.1)	(4.7)	(6.0)
Physical therapy/mobility training	30.5	63.6	25.4	62.2
	(3.9)	(5.0)	(4.1)	(5.8)
Help with transportation because of disability	39.8	78.5	44.7	64.6
	(4.1)	(4.2)	(4.7)	(5.7)
Number of respondents	429	346	350	278

Source: Parent interviews and students' school records.

Table 28C: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage ever received:									
Job training	62.2	58.8	58.7	57.4	63.5	51.5	58.7	65.0	60.8
	(6.6)	(6.3)	(5.2)	(5.1)	(4.4)	(8.4)	(5.7)	(5.9)	(5.4)
Speech/language therapy	26.6	25.3	32.8	18.8	34.6	19.4	30.0	21.0	37.6
	(6.0)	(5.6)	(4.9)	(4.0)	(4.4)	(6.7)	(5.3)	(5.0)	(5.4)
Personal counseling/ therapy	36.4	29.4	30.7	31.8	35.2	26.9	27.6	31.7	43.2
	(6.6)	(5.9)	(4.9)	(4.8)	(4.4)	(7.6)	(5.2)	(5.7)	(5.5)
Occupational therapy/ life skills training	56.6	53.7	49.0	42.6	56.0	49.9	55.8	45.7	59.6
	(6.7)	(6.4)	(5.3)	(5.1)	(4.6)	(8.5)	(5.7)	(6.2)	(5.5)
A tutor, reader, or interpreter	44.0	49.7	55.1	41.6	52.0	33.4	43.6	55.9	49.4
	(6.8)	(6.4)	(5.3)	(5.1)	(4.6)	(8.1)	(5.7)	(6.1)	(5.6)
Physical therapy/mobility training	45.2	38.1	52.0	32.4	50.6	38.7	43.6	38.9	57.4
	(6.8)	(6.2)	(5.3)	(4.8)	(4.6)	(8.4)	(5.7)	(6.0)	(5.5)
Help with transportation because of disability	60.0	52.5	47.9	58.4	52.7	54.7	58.2	50.9	56.4
	(6.7)	(6.4)	(5.3)	(5.1)	(4.6)	(8.4)	(5.7)	(6.2)	(5.5)
Number of respondents	161	195	283	210	445	68	227	238	248

Source: Parent interviews and students' school records.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Continued)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received in past year:												
Job training	50.0	44.7	44.8	54.1	48.3	52.1	42.8	58.3	47.0	55.1	58.8	22.4
	(3.1)	(4.7)	(7.0)	(11.6)	(3.9)	(5.0)	(6.1)	(5.3)	(4.7)	(4.0)	(6.7)	(5.9)
Speech/language therapy	11.1	6.6	10.7	6.5	10.5	12.0	13.4	8.7	11.8	13.6	10.3	2.6
	(2.0)	(2.4)	(4.4)	(5.8)	(2.5)	(3.3)	(4.2)	(3.1)	(3.1)	(2.8)	(4.2)	(2.3)
Personal counseling/ therapy	20.1	17.6	11.6	15.4	21.3	18.6	16.6	23.9	19.0	23.6	16.7	9.9
	(2.5)	(3.6)	(4.6)	(8.5)	(3.3)	(3.9}	(4.6)	(4.6)	(3.8)	(3.4)	(5.2)	(4.2)
Occupational therapy/ life skills training	34.9	25.9	28.2	30.1	29.4	41.7	34.8	36.6	33.2	40.0	38.5	12.7
	(3.0)	(4.2)	(6.4)	(10.6)	(3.6)	(4.9)	(5.8)	(5.2)	(4.5)	(3.9)	(6.6)	(4.7)
A tutor, reader, or interpreter	28.3	29.4	36.7	21.9	27.6	29.3	23.6	37.2	22.4	32.1	23.8	18.3
	(2.8)	(4.3)	(6.9)	(9.7)	(3.6)	(4.6)	(5.2)	(5.3)	(4.0)	(3.8)	(5.9)	(5.5)
Physical therapy/mobility training	24.1	18.4	21.3	3.4	22.5	25.9	24.7	23.2	24.5	28.0	21.5	11.3
	(2.7)	(3.7)	(5.8)	(4.3)	(3.3)	(4.4)	(5.3)	(4.6)	(4.1)	(3.6)	(5.7)	(4.5)
Help with transportation because of disability	76.2	74.9	78.8	77.0	76.8	75.4	81.9	84.8	61.2	84.2	82.8	38.2
	(2.7)	(4.1)	(5.8)	(9.9)	(3.4)	(4.3)	(4.7)	(3.9)	(4.7)	(2.9)	(5.2)	(6.9)
Number of respondents	848	253	152	47	481	362	243	305	300	551	148	140

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Continued)

	Type of School Attended		Severity of Visual Impairment	
Service Characteristics	Regular School	Special School	Partially Sighted	Blind
Percentage received in past year:				
Job training	47.1	63.9	55.1	54.9
	(4.2)	(4.9)	(4.6)	(5.9)
Speech/language therapy	6.5	22.8	6.7	13.3
	(2.1)	(4.3)	(2.4)	(4.0)
Personal counseling/ therapy	12.7	37.5	17.4	26.2
	(2.8)	(5.0)	(3.6)	(5.3)
Occupational therapy/ life skills training	26.0	59.5	30.5	45.9
	(3.7)	(5.0)	(4.3)	(5.9)
A tutor, reader, or interpreter	29.4	27.9	25.5	38.5
	(3.9)	(4.7)	(4.1)	(5.8)
Physical therapy/mobility training	15.1	46.9	14.2	39.3
	(3.0)	(5.1)	(3.3)	(5.8)
Help with transportation because of disability	77.0	88.9	88.1	82.7
	(3.6)	(3.2)	(3.1)	(4.5)
Number of respondents	429	346	350	278

Source: Parent interviews and students' school records.

Table 28C: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received in past year:									
Job training	54.6	45.2	50.2	47.2	52.9	45.1	47.2	54.6	51.8
	(6.8)	(6.4)	(5.3)	(5.1)	(4.6)	(8.4)	(5.7)	(6.1)	(5.5)
Speech/language therapy	13.1	11.9	10.6	4.8	16.0	12.1	16.6	6.5	13.9
	(4.6)	(4.2)	(3.2)	(2.2)	(3.4)	(5.5)	(4.3)	(3.1)	(3.8)
Personal counseling/ therapy	25.9	20.0	17.5	20.7	21.8	11.7	19.9	16.0	27.4
	(6.0)	(5.1)	(4.0)	(4.2)	(3.8)	(5.5)	(4.6)	(4.5)	(5.0)
Occupational therapy/ life skills training	39.4	37.8	32.5	27.6	40.0	30.8	35.6	31.7	44.8
	(6.6)	(6.2)	(4.9)	(4.6)	(4.5)	(7.9)	(5.5)	(5.7)	(5.5)
A tutor, reader, or interpreter	29.9	30.7	34.3	20.1	34.7	25.1	25.5	32.0	37.3
	(6.2)	(5.9)	(5.0)	(4.1)	(4.4)	(7.4)	(5.0)	(5.8)	(5.4)
Physical therapy/mobility training	27.2	17.9	32.4	17.9	30.8	21.0	22.6	20.3	40.7
	(6.0)	(4.9)	(4.9)	(3.9)	(4.2)	(7.0)	(4.8)	(5.0)	(5.4)
Help with transportation because of disability	76.2	72.2	76.3	64.0	79.3	76.7	73.0	76.0	76.5
	(5.8)	(5.8)	(4.5)	(4.9)	(3.7)	(7.1)	(5.1)	(5.3)	(4.7)
Number of respondents	161	195	283	210	444	68	227	237	248

Source: Parent interviews and students' school records.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average number:												
Services ever received	3.0	2.9	2.7	2.2	3.1	3.0	2.6	3.0	3.3	3.1	3.0	2.8
	(0.1)	(0.2)	(0.2)	(0.4)	(0.1)	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)	(0.2)	(0.2)
Services received in past year	2.4	2.1	2.3	2.1	2.3	2.5	2.4	2.7	2.1	2.7	2.4	1.1
	(0.1)	(0.1)	(0.2)	(0.3)	(0.1)	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)	(0.2)	(0.2)
Number of respondents	873	259	155	48	499	371	244	316	313	562	157	147
Of those in secondary school in the past year, percentage receiving that year from their school:*												
Job training	52.0	42.0	45.0	52.7	50.7	53.8	42.5	56.0	58.9	52.1	53.9	---
	(3.4)	(5.0)	(7.5)	(11.7)	(4.3)	(5.5)	(6.2)	(5.4)	(6.0)	(4.0)	(6.8)	
Speech/language therapy	12.6	7.0	11.2	6.7	12.1	13.3	13.5	8.7	18.8	13.4	10.0	---
	(2.3)	(2.6)	(4.8)	(5.9)	(2.9)	(3.7)	(4.3)	(3.1)	(4.9)	(2.8)	(4.2)	
Personal counseling/ therapy	18.8	13.2	8.8	13.8	20.1	17.2	14.2	19.0	25.8	19.9	14.8	---
	(2.7)	(3.5)	(4.3)	(8.2)	(3.5)	(4.2)	(4.3)	(4.3)	(5.5)	(3.2)	(4.9)	
Occupational therapy/ life skills training	37.8	26.5	25.9	31.0	31.9	45.1	34.8	36.0	46.0	38.5	37.3	---
	(3.3)	(4.5)	(6.6)	(10.8)	(4.0)	(5.4)	(5.9)	(5.2)	(6.1)	(3.9)	(6.6)	
A tutor, reader, or interpreter	27.8	29.9	35.2	20.3	29.2	26.1	21.0	35.6	23.4	29.2	22.9	---
	(3.1)	(4.7)	(7.3)	(9.5)	(4.0)	(4.9)	(5.1)	(5.3)	(5.3)	(3.7)	(5.8)	
Physical therapy/mobility training	21.2	11.2	14.3	3.5	23.4	18.4	23.1	16.2	28.1	22.8	15.5	---
	(2.8)	(3.2)	(5.3)	(4.4)	(3.7)	(4.3)	(5.2)	(4.1)	(5.6)	(3.4)	(5.0)	
Help with transportation because of disability	36.4	37.2	20.2	13.3	40.0	31.6	35.3	34.6	41.7	38.1	30.5	---
	(3.3)	(4.9)	(6.1)	(8.0)	(4.3)	(5.1)	(6.0)	(5.2)	(6.1)	(3.9)	(6.4)	
Number of respondents	706	219	133	46	402	301	234	294	177	551	148	0
Of those in secondary school in the past year, average number of services received that year from school*	2.0	1.7	1.6	1.4	2.0	2.0	1.8	2.0	2.3	2.1	1.8	---
	(0.1)	(0.1)	(0.2)	(0.3)	(0.1)	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)	(0.2)	
Number of respondents	726	224	136	47	415	308	235	305	186	562	157	0

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* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

	Type of School Attended		Severity of Visual Impairment	
Service Characteristics	Regular School	Special School	Partially Sighted	Blind
Average number:				
Services ever received	2.5 (0.1)	4.2 (0.2)	2.7 (0.2)	3.6 (0.2)
Services received in past year	2.1 (0.1)	3.4 (0.2)	2.3 (0.1)	2.9 (0.2)
Number of respondents	439	360	360	287
Of those in secondary school in the past year, percentage receiving that year from their school:*				
Job training	46.7 (4.5)	68.6 (5.1)	57.3 (5.0)	57.6 (6.5)
Speech/language therapy	7.0 (2.3)	26.0 (5.0)	7.5 (2.7)	15.0 (4.7)
Personal counseling/ therapy	9.9 (2.7)	39.3 (5.5)	17.2 (3.8)	26.0 (5.8)
Occupational therapy/ life skills training	26.5 (4.0)	65.2 (5.3)	33.9 (4.8)	50.3 (6.5)
A tutor, reader, or interpreter	28.8 (4.1)	27.9 (5.1)	26.4 (4.5)	38.2 (6.5)
Physical therapy/mobility training	9.3 (2.6)	48.1 (5.6)	11.7 (3.3)	35.8 (6.3)
Help with transportation because of disability	22.0 (3.7)	68.5 (5.2)	29.4 (4.6)	50.0 (6.6)
Number of respondents	377	292	302	225
Of those in secondary school in the past year, average number of services received that year from school*	1.5 (0.1)	3.3 (0.2)	1.8 (0.2)	2.7 (0.2)
Number of respondents	386	304	311	233

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* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 28C: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average number:									
Services ever received	3.3	3.1	3.3	2.8	3.4	2.7	3.1	3.1	3.6
	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)
Services received in past year	2.6	2.4	2.5	2.0	2.7	2.2	2.4	2.4	2.9
	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)
Number of respondents	164	197	285	212	452	72	232	240	250
Of those in secondary school in the past year, percentage receiving that year from their school:*									
Job training	56.5	49.1	47.5	51.0	52.8	40.5	50.9	54.8	47.1
	(7.2)	(7.1)	(5.6)	(5.7)	(5.0)	(8.7)	(6.3)	(6.6)	(6.0)
Speech/language therapy	14.8	14.6	11.5	5.9	17.4	13.8	19.8	7.1	15.7
	(5.2)	(5.1)	(3.6)	(2.7)	(3.8)	(6.2)	(5.0)	(3.4)	(4.4)
Personal counseling/therapy	26.2	21.1	12.9	19.0	19.2	9.5	20.9	16.2	19.0
	(6.5)	(5.8)	(3.8)	(4.5)	(3.9)	(5.3)	(5.1)	(4.9)	(4.8)
Occupational therapy/life skills training	44.2	44.8	32.4	30.8	41.7	31.7	42.3	34.5	42.4
	(7.3)	(7.1)	(5.3)	(5.3)	(4.9)	(8.3)	(6.2)	(6.3)	(6.0)
A tutor, reader, or interpreter	31.9	30.0	30.1	21.7	32.3	20.0	24.5	33.0	31.6
	(6.9)	(6.5)	(5.2)	(4.7)	(4.7)	(7.2)	(5.4)	(6.2)	(5.6)
Physical therapy/mobility training	22.4	18.9	28.9	17.6	25.0	19.7	21.1	18.8	32.1
	(6.1)	(5.6)	(5.1)	(4.4)	(4.3)	(7.2)	(5.1)	(5.2)	(5.6)
Help with transportation because of disability	43.5	38.0	30.1	33.5	38.6	37.2	44.2	33.5	35.2
	(7.3)	(6.9)	(5.2)	(5.4)	(4.9)	(8.6)	(6.2)	(6.2)	(5.8)
Number of respondents	139	158	249	170	375	62	191	207	209
Of those in secondary school in the past year, average number of services received that year from school*	2.4	2.2	1.9	1.8	2.3	1.7	2.2	2.0	2.2
	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)
Number of respondents	141	160	250	172	382	64	195	210	211

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* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 29A: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received vocational services:												
Never	65.7	71.2	69.9	74.9	65.1	66.5	86.1	66.9	47.4	74.6	43.3	51.1
	(3.2)	(4.4)	(7.1)	(10.7)	(4.0)	(5.1)	(4.4)	(5.6)	(4.9)	(3.7)	(7.6)	(7.4)
For less than 6 months	11.0	10.1	9.3	15.6	7.8	15.0	3.1	9.6	19.1	5.6	23.6	21.1
	(2.1)	(3.0)	(4.5)	(8.9)	(2.2)	(3.9)	(2.2)	(3.5)	(3.9)	(1.9)	(6.5)	(6.0)
6 to 12 months	9.1	10.1	9.4	1.2	9.8	8.2	4.6	9.7	12.0	8.3	12.4	8.5
	(1.9)	(3.0)	(4.5)	(2.7)	(2.5)	(3.0)	(2.7)	(3.5)	(3.2)	(2.3)	(5.1)	(4.1)
13 to 24 months	7.5	5.2	5.4	8.3	8.9	5.8	3.3	7.6	10.9	6.5	11.5	7.6
	(1.8)	(2.2)	(3.5)	(6.8)	(2.4)	(2.5)	(2.3)	(3.1)	(3.1)	(2.1)	(4.9)	(3.9)
More than 24 months	6.7	3.5	6.1	0.0	8.4	4.5	2.9	6.1	10.6	5.0	9.1	11.7
	(1.7)	(1.8)	(3.7)	(0.0)	(2.3)	(2.3)	(2.2)	(2.8)	(3.0)	(1.8)	(4.4)	(4.7)
Number of respondents	720	230	131	43	417	303	202	257	261	484	124	112
Percentage received following hours of vocational services in the past year:												
None	50.5	59.5	54.6	44.8	51.0	49.8	59.7	48.7	42.8	52.0	43.3	53.7
	(3.3)	(4.9)	(7.2)	(11.8)	(4.2)	(5.3)	(6.1)	(5.6)	(5.0)	(4.2)	(7.2)	(7.2)
Fewer than 80 hours	5.6	5.8	4.7	6.3	3.4	8.4	6.1	6.9	3.3	5.7	7.2	3.0
	(1.5)	(2.3)	(3.1)	(5.8)	(1.5)	(2.9)	(3.0)	(2.8)	(1.8)	(1.9)	(3.8)	(2.5)
80 to 240 hours	24.5	20.9	24.4	22.1	25.2	23.6	24.5	23.8	25.2	25.8	20.3	23.2
	(2.8)	(4.0)	(6.2)	(9.9)	(3.6)	(4.5)	(5.4)	(4.7)	(4.4)	(3.7)	(5.9)	(6.1)
241 to 600 hours	17.7	10.1	15.5	26.8	18.5	16.8	9.7	20.0	23.5	16.1	25.4	14.0
	(2.5)	(3.0)	(5.3)	(10.5)	(3.2)	(3.9)	(3.7)	(4.5)	(4.3)	(3.1)	(6.4)	(5.0)
More than 600 hours	1.7	3.6	0.8	0.0	2.0	1.4	0.0	0.6	5.2	0.4	3.7	6.1
	(0.9)	(1.9)	(1.3)	(0.0)	(1.2)	(1.2)	(0.0)	(0.8)	(2.3)	(0.5)	(2.8)	(3.5)
Number of respondents	773	238	147	46	440	330	235	287	251	514	138	114
Average hours of vocational services provided recipients in past year	117	96.0	100	136	118	116	68.3	120	166	102	160	132
	(10.6)	(16.2)	(23.5)	(36.7)	(13.3)	(17.3)	(12.5)	(17.1)	(20.8)	(11.5)	(30.6)	(27.9)
Number of respondents	773	238	147	46	440	330	235	287	251	514	138	114

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29B: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

Service Characteristics	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Percentage received vocational services:				
Never	71.7 (4.0)	53.9 (6.0)	65.1 (4.9)	58.2 (6.4)
For less than 6 months	11.5 (2.8)	11.5 (3.8)	11.1 (3.2)	17.0 (4.9)
6 to 12 months	8.6 (2.5)	11.2 (3.8)	11.1 (3.2)	6.5 (3.2)
13 to 24 months	4.5 (1.8)	12.4 (3.9)	7.5 (2.7)	10.8 (4.0)
More than 24 months	3.8 (1.7)	11.0 (3.7)	5.2 (2.3)	7.6 (3.5)
Number of respondents	372	278	284	236
Percentage received following hours of vocational services in the past year:				
None	53.9 (4.4)	32.7 (5.0)	40.9 (4.6)	46.0 (6.3)
Fewer than 80 hours	5.6 (2.0)	6.8 (2.7)	5.2 (2.1)	6.2 (3.1)
80 to 240 hours	21.7 (3.6)	35.7 (5.1)	28.5 (4.3)	28.7 (5.7)
241 to 600 hours	16.9 (3.3)	23.1 (4.5)	22.2 (3.9)	18.1 (4.9)
More than 600 hours	1.9 (1.2)	1.7 (1.4)	3.2 (1.7)	1.0 (1.3)
Number of respondents	411	315	345	249
Average hours of vocational services provided recipients in past year	109 (14.3)	159 (16.8)	147 (17.1)	125 (19.3)
Number of respondents	411	315	345	249

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29C: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received vocational services:									
Never	70.5	58.8	69.5	68.4	64.1	70.1	67.7	63.9	65.3
	(6.3)	(6.2)	(4.9)	(4.9)	(4.5)	(7.8)	(5.3)	(6.0)	(5.4)
For less than 6 months	7.4	14.9	11.2	10.7	10.8	12.5	11.0	11.1	11.3
	(3.6)	(4.5)	(3.4)	(3.2)	(2.9)	(5.6)	(3.5)	(3.9)	(3.6)
6 to 12 months	9.4	9.3	7.2	10.6	8.6	7.6	8.1	11.2	7.2
	(4.0)	(3.7)	(2.8)	(3.2)	(2.6)	(4.5)	(3.1)	(3.9)	(2.9)
13 to 24 months	4.3	9.7	7.7	4.8	8.7	3.9	3.2	10.2	9.5
	(2.8)	(3.8)	(2.8)	(2.2)	(2.6)	(3.3)	(2.0)	(3.8)	(3.3)
More than 24 months	8.5	7.3	4.3	5.5	7.7	6.0	9.9	3.5	6.7
	(3.8)	(3.3)	(2.2)	(2.4)	(2.5)	(4.0)	(3.4)	(2.3)	(2.8)
Number of respondents	158	191	280	205	425	70	225	234	242
Percentage received following hours of vocational services in the past year:									
None	49.1	51.5	58.3	54.6	50.5	63.5	51.8	47.3	58.8
	(7.2)	(6.7)	(5.6)	(5.5)	(4.8)	(8.9)	(6.1)	(6.6)	(5.8)
Fewer than 80 hours	4.2	5.7	3.6	2.9	4.4	2.3	6.7	3.2	2.4
	(2.9)	(3.1)	(2.1)	(1.9)	(2.0)	(2.8)	(3.0)	(2.3)	(1.8)
80 to 240 hours	21.5	26.4	23.4	21.2	27.2	18.9	23.1	24.8	28.3
	(6.0)	(5.9)	(4.8)	(4.5)	(4.3)	(7.3)	(5.1)	(5.7)	(5.3)
241 to 600 hours	21.1	16.1	14.4	17.6	17.5	9.4	13.8	24.7	9.9
	(5.9)	(5.0)	(4.0)	(4.2)	(3.7)	(5.4)	(4.2)	(5.7)	(3.5)
More than 600 hours	4.1	0.3	0.3	3.7	0.4	5.9	4.6	0.0	0.6
	(2.9)	(0.8)	(0.6)	(2.1)	(0.6)	(4.4)	(2.5)	(0.0)	(0.9)
Number of respondents	144	173	252	186	394	59	196	216	218
Average hours of vocational services provided recipients in past year	142	107	88.2	128	109	98.5	119	133	82.3
	(26.3)	(18.6)	(14.8)	(19.9)	(13.5)	(34.2)	(21.3)	(20.3)	(14.3)
Number of respondents	144	173	252	186	394	59	196	216	218

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29A: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received in the past year:												
Testing/assessment	15.5	11.8	11.9	12.7	14.7	16.5	5.4	16.0	23.3	12.7	26.7	15.4
	(2.5)	(3.3)	(5.0)	(8.3)	(3.1)	(4.1)	(3.1)	(4.4)	(4.5)	(2.9)	(6.9)	(5.8)
Job skills training	11.9	6.3	10.9	11.9	11.6	12.3	5.9	12.6	16.0	10.2	25.2	5.3
	(2.2)	(2.4)	(4.8)	(7.9)	(2.8)	(3.6)	(3.2)	(3.9)	(3.8)	(2.6)	(6.7)	(3.6)
Basic skills training	15.4	12.1	11.8	8.2	15.7	15.0	7.7	14.7	22.3	13.9	21.9	14.8
	(2.5)	(3.3)	(4.9)	(6.7)	(3.1)	(3.9)	(3.6)	(4.2)	(4.3)	(3.0)	(6.3)	(5.7)
Career counseling	16.9	15.8	14.3	11.8	16.2	17.7	7.3	17.2	24.3	14.2	28.8	15.6
	(2.6)	(3.7)	(5.3)	(7.9)	(3.2)	(4.2)	(3.5)	(4.4)	(4.5)	(3.0)	(6.9)	(5.8)
Job placement services	13.1	12.1	9.9	11.9	13.5	12.7	4.1	17.7	15.3	12.8	16.9	10.3
	(2.3)	(3.3)	(4.5)	(7.9)	(2.9)	(3.6)	(2.6)	(4.5)	(3.7)	(2.9)	(5.7)	(4.9)
Number of respondents	699	226	131	42	402	297	198	251	250	470	120	109
Percentage received vocational services in the past year from:**												
Secondary school	61.6	80.0	76.7	---	62.5	60.4	77.2	58.3	47.9	65.5	66.1	35.8
	(5.2)	(6.1)	(9.6)		(6.5)	(8.4)	(10.8)	(8.2)	(7.4)	(6.5)	(9.7)	(13.1)
Special school	57.6	21.0	12.9	---	61.4	53.0	65.1	46.1	64.3	59.7	49.2	59.2
	(5.2)	(8.3)	(9.6)		(6.3)	(8.7)	(13.1)	(8.9)	(6.6)	(6.8)	(10.2)	(11.6)
Postsecondary school	0.6	0.9	1.1	---	0.4	0.9	0.0	1.1	0.6	0.3	1.8	1.0
	(0.5)	(0.9)	(1.6)		(0.6)	(1.0)	(0.0)	(1.2)	(0.8)	(0.4)	(2.0)	(1.6)
Family member/friend	3.2	8.8	3.7	---	3.3	3.1	10.5	2.6	2.0	2.4	7.1	0.0
	(2.2)	(6.2)	(5.6)		(2.9)	(3.6)	(10.7)	(3.4)	(2.3)	(2.5)	(6.2)	(0.0)
Employer/military	6.7	2.8	11.9	---	5.4	8.4	15.6	1.6	9.2	3.7	9.0	14.1
	(3.2)	(3.6)	(9.6)		(3.6)	(5.7)	(12.6)	(2.6)	(4.8)	(3.1)	(6.9)	(10.7)
Vocational Rehabilitation	26.8	24.0	31.6	---	21.6	33.1	7.9	25.3	32.3	16.5	40.2	39.5
	(5.3)	(8.9)	(13.1)		(6.1)	(9.1)	(9.1)	(8.8)	(7.2)	(5.9)	(11.1)	(13.6)
Government jobs program	0.8	0.0	0.0	---	0.7	0.9	0.0	0.4	1.4	0.3	0.8	2.6
	(1.1)	(0.0)	(0.0)		(1.3)	(2.0)	(0.0)	(1.4)	(1.9)	(0.9)	(2.2)	(4.9)
Hospital/institution	2.1	2.0	0.0	---	2.9	1.1	0.0	0.6	3.9	0.0	6.2	2.8
	(1.8)	(3.1)	(0.0)		(2.7)	(2.1)	(0.0)	(1.6)	(3.2)	(0.0)	(5.8)	(5.0)
Other sources	30.3	31.7	38.6	---	21.5	41.0	22.8	27.6	34.6	24.5	30.3	50.2
	(5.8)	(10.1)	(14.5)		(6.5)	(10.1)	(14.4)	(9.5)	(7.9)	(7.2)	(11.0)	(14.9)
Number of respondents	209	48	35	5	122	87	30	79	100	130	49	30

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 29B: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

Service Characteristics	Type of School Attended: Regular School	Type of School Attended: Special School	Severity of Visual Impairment: Partially Sighted	Severity of Visual Impairment: Blind
Percentage received in the past year:				
Testing/assessment	12.7 (3.0)	23.5 (5.0)	15.1 (3.8)	19.4 (5.2)
Job skills training	9.5 (2.7)	16.6 (4.3)	13.2 (3.6)	11.0 (4.0)
Basic skills training	11.8 (2.9)	24.6 (5.0)	13.2 (3.6)	20.4 (5.2)
Career counseling	15.4 (3.3)	20.4 (4.7)	18.3 (4.1)	17.5 (4.9)
Job placement services	10.7 (2.8)	20.4 (4.7)	14.8 (3.7)	13.5 (4.4)
Number of respondents	368	263	273	232
Percentage received vocational services in the past year from:**				
Secondary school	82.5 (5.1)	16.1 (6.7)	75.6 (6.6)	40.9 (9.7)
Special school	14.3 (6.5)	90.5 (4.0)	49.8 (8.1)	67.6 (8.3)
Postsecondary school	0.8 (0.8)	0.4 (0.7)	0.6 (0.8)	0.6 (1.0)
Family member/friend	4.8 (4.1)	1.1 (2.0)	5.0 (4.5)	1.6 (2.8)
Employer/military	9.7 (5.7)	3.7 (3.5)	9.5 (6.1)	5.6 (5.0)
Vocational Rehabilitation	38.3 (8.8)	17.1 (6.5)	35.7 (9.0)	22.5 (8.7)
Government jobs program	0.0 (0.0)	0.9 (1.8)	1.0 (2.1)	0.0 (0.0)
Hospital/institution	0.0 (0.0)	1.7 (2.4)	0.0 (0.0)	1.8 (2.9)
Other sources	36.3 (9.3)	21.9 (7.5)	24.4 (8.9)	38.7 (10.5)
Number of respondents	83	110	73	83

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 29C: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received in the past year:									
Testing/assessment	14.0	15.0	15.5	12.4	18.0	11.2	14.1	13.8	19.1
	(4.9)	(4.7)	(3.9)	(3.5)	(3.7)	(5.5)	(4.1)	(4.4)	(4.4)
Job skills training	15.6	9.0	11.6	10.2	13.4	9.8	11.8	12.7	10.7
	(5.0)	(3.7)	(3.4)	(3.2)	(3.2)	(5.1)	(3.7)	(4.2)	(3.5)
Basic skills training	14.1	12.1	17.5	11.5	17.9	10.9	14.0	12.6	20.2
	(4.8)	(4.2)	(4.0)	(3.4)	(3.6)	(5.3)	(4.0)	(4.2)	(4.5)
Career counseling	16.9	15.5	18.4	16.0	18.0	14.5	15.3	16.6	18.8
	(5.2)	(4.7)	(4.1)	(3.8)	(3.6)	(6.1)	(4.2)	(4.7)	(4.4)
Job placement services	10.6	15.7	12.9	10.2	14.9	10.1	12.2	14.5	11.5
	(4.2)	(4.7)	(3.6)	(3.2)	(3.3)	(5.2)	(3.8)	(4.4)	(3.6)
Number of respondents	154	187	275	199	412	67	219	224	240
Percentage received vocational services in the past year from:**									
Secondary school	68.5	54.7	63.2	69.0	57.4	62.8	69.0	61.8	48.1
	(11.4)	(10.6)	(7.6)	(8.3)	(7.1)	(12.1)	(8.9)	(9.9)	(8.5)
Special school	59.2	55.6	41.1	58.3	55.8	31.9	55.4	51.6	55.0
	(10.8)	(10.7)	(8.5)	(8.9)	(7.1)	(14.4)	(9.8)	(9.8)	(9.0)
Postsecondary school	0.0	0.3	1.8	0.3	0.6	1.0	0.2	0.0	1.9
	(0.0)	(0.7)	(1.4)	(0.6)	(0.7)	(1.7)	(0.5)	(0.0)	(1.5)
Family member/friend	2.6	1.0	5.4	1.4	2.8	13.7	3.5	2.4	4.2
	(4.6)	(2.5)	(4.3)	(2.6)	(2.8)	(10.9)	(4.3)	(3.6)	(4.0)
Employer/military	0.0	10.0	10.7	3.5	7.8	3.0	6.7	3.9	9.2
	(0.0)	(7.4)	(5.8)	(4.0)	(4.5)	(5.4)	(5.8)	(4.5)	(5.7)
Vocational Rehabilitation	15.2	26.8	30.8	12.4	25.1	27.6	25.0	26.7	15.9
	(9.9)	(10.5)	(8.5)	(7.0)	(7.0)	(13.2)	(9.5)	(10.1)	(7.2)
Government jobs program	0.0	1.4	1.3	1.9	0.6	0.0	0.7	1.2	0.6
	(0.0)	(2.9)	(2.1)	(3.0)	(1.3)	(0.0)	(1.9)	(2.6)	(1.6)
Hospital/institution	5.6	0.0	0.0	6.2	1.1	0.0	4.8	0.0	0.0
	(6.5)	(0.0)	(0.0)	(5.3)	(1.7)	(0.0)	(5.0)	(0.0)	(0.0)
Other sources	21.6	30.1	29.2	26.7	32.0	18.2	10.8	34.4	43.3
	(11.7)	(11.4)	(8.6)	(9.6)	(7.7)	(12.2)	(7.2)	(11.2)	(9.8)
Number of respondents	37	53	89	47	136	20	56	66	78

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 30A: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received counseling/therapy:												
Never	73.4	75.7	78.6	77.6	71.2	76.0	77.3	69.9	74.1	72.8	75.0	73.9
	(2.9)	(4.3)	(6.3)	(10.1)	(3.7)	(4.7)	(5.2)	(5.4)	(4.5)	(3.7)	(6.6)	(7.0)
For just a few days	3.0	2.9	2.5	0.8	2.6	3.6	2.0	2.5	4.5	2.1	3.6	6.7
	(1.1)	(1.7)	(2.4)	(2.2)	(1.3)	(2.0)	(1.7)	(1.8)	(2.1)	(1.2)	(2.8)	(4.0)
For a few weeks	2.4	1.4	1.8	0.0	2.6	2.1	2.0	2.5	2.6	2.4	1.5	3.3
	(1.0)	(1.2)	(2.1)	(0.0)	(1.3)	(1.6)	(1.7)	(1.8)	(1.6)	(1.3)	(1.9)	(2.9)
For a few months	5.2	5.6	3.9	0.0	5.9	4.4	3.0	6.9	5.1	4.8	5.0	7.3
	(1.5)	(2.3)	(3.0)	(0.0)	(1.9)	(2.2)	(2.1)	(3.0)	(2.2)	(1.8)	(3.4)	(4.2)
For about a year	5.3	4.7	5.0	2.2	4.3	6.5	8.3	4.0	4.4	6.6	1.6	3.8
	(1.5)	(2.1)	(3.4)	(3.6)	(1.6)	(2.7)	(3.4)	(2.3)	(2.1)	(2.1)	(1.9)	(3.1)
For several years or more	10.7	9.8	8.2	19.4	13.3	7.5	7.5	14.2	9.3	11.4	13.3	4.9
	(2.1)	(3.0)	(4.2)	(9.6)	(2.8)	(2.9)	(3.3)	(4.1)	(3.0)	(2.6)	(5.2)	(3.5)
Number of respondents	724	225	133	44	417	307	202	259	263	487	125	112
Percentage received following hours of counseling/therapy in the past year:												
None	89.1	91.5	92.6	88.5	89.0	89.3	92.0	87.0	89.2	88.5	92.0	88.5
	(2.2)	(2.9)	(4.1)	(7.7)	(2.7)	(3.5)	(3.5)	(4.2)	(3.3)	(2.8)	(4.3)	(5.4)
Less than 10 hours	2.6	2.9	1.2	0.8	2.9	2.3	2.2	3.8	1.6	2.5	2.5	3.4
	(1.1)	(1.7)	(1.7)	(2.2)	(1.4)	(1.7)	(1.9)	(2.4)	(1.4)	(1.4)	(2.5)	(3.1)
10 to 40 hours	4.2	2.7	2.3	3.4	4.0	4.4	3.0	3.2	6.3	4.0	2.5	7.0
	(1.4)	(1.7)	(2.3)	(4.4)	(1.7)	(2.3)	(2.2)	(2.2)	(2.6)	(1.7)	(2.5)	(4.4)
41 to 100 hours	1.4	1.2	1.6	0.6	1.7	1.1	1.8	1.8	0.6	1.7	0.7	0.7
	(0.8)	(1.1)	(2.0)	(1.9)	(1.1)	(1.2)	(1.7)	(1.7)	(0.9)	(1.1)	(1.4)	(1.4)
More than 100 hours	2.7	1.7	2.2	6.7	2.5	2.9	1.0	4.2	2.2	3.3	2.3	0.4
	(1.1)	(1.3)	(2.3)	(6.0)	(1.3)	(1.9)	(1.3)	(2.5)	(1.6)	(1.5)	(2.4)	(1.1)
Number of respondents	677	211	130	44	388	289	191	242	244	456	119	102
Average hours of counseling/therapy provided recipients in the past year	12.5	19.8	6.2	13.4	9.4	16.1	4.6	9.5	22.1	12.5	20.9	3.1
	(6.4)	(14.3)	(5.0)	(11.0)	(5.4)	(13.3)	(3.7)	(4.5)	(16.1)	(7.2)	(23.4)	(1.9)
Number of respondents	677	211	130	44	388	289	191	242	244	456	119	102

Source: Parent interviews.

Table 30B: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

Service Characteristics	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Percentage received counseling/ therapy:				
Never	78.2	63.6	78.9	72.8
	(3.7)	(5.3)	(4.1)	(5.8)
For just a few days	2.7	4.5	1.9	5.8
	(1.5)	(2.3)	(1.4)	(3.0)
For a few weeks	1.0	4.7	2.1	3.2
	(0.9)	(2.3)	(1.4)	(2.3)
For a few months	3.9	7.2	3.4	5.4
	(1.8)	(2.8)	(1.8)	(2.9)
For about a year	4.1	8.3	3.1	3.4
	(1.8)	(3.0)	(1.7)	(2.4)
For several years or more	10.1	11.7	10.6	9.3
	(2.7)	(3.5)	(3.1)	(3.8)
Number of respondents	370	284	284	239
Percentage received following hours of counseling/therapy in the past year:				
None	92.9	81.1	93.6	86.3
	(2.4)	(4.4)	(2.6)	(4.6)
Less than 10 hours	1.6	3.7	1.8	2.9
	(1.2)	(2.1)	(1.4)	(2.2)
10 to 40 hours	2.9	7.3	2.5	6.1
	(1.6)	(2.9)	(1.6)	(3.2)
41 to 100 hours	1.3	1.6	0.4	1.0
	(1.1)	(1.4)	(0.7)	(1.3)
More than 100 hours	1.3	6.3	1.7	3.6
	(1.0)	(2.7)	(1.3)	(2.5)
Number of respondents	355	274	266	232
Average hours of counseling/ therapy provided recipients in the past year	8.6	23.7	6.6	9.0
	(7.5)	(13.6)	(7.9)	(4.6)
Number of respondents	355	274	266	232

Source: Parent interviews.

Table 30C: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received counseling/ therapy:									
Never	71.5	80.4	74.7	76.7	71.0	78.4	81.2	76.1	61.8
	(6.1)	(5.1)	(4.6)	(4.4)	(4.2)	(7.1)	(4.4)	(5.4)	(5.4)
For just a few days	1.5	3.9	2.1	0.9	3.7	3.0	1.9	0.6	7.2
	(1.6)	(2.5)	(1.5)	(1.0)	(1.8)	(2.9)	(1.5)	(1.0)	(2.9)
For a few weeks	1.9	1.5	3.8	2.0	2.2	6.1	2.0	1.3	4.1
	(1.8)	(1.6)	(2.0)	(1.5)	(1.4)	(4.1)	(1.6)	(1.4)	(2.2)
For a few months	5.9	2.2	6.7	5.6	5.7	0.0	3.6	5.1	7.6
	(3.2)	(1.9)	(2.6)	(2.4)	(2.2)	(0.0)	(2.1)	(2.8)	(3.0)
For about a year	5.9	3.0	4.2	2.7	6.4	4.8	3.4	4.2	8.1
	(3.2)	(2.2)	(2.1)	(1.7)	(2.3)	(3.7)	(2.0)	(2.5)	(3.0)
For several years or more	13.3	9.0	8.4	12.2	11.0	7.7	8.0	12.7	11.2
	(4.6)	(3.7)	(2.9)	(3.4)	(2.9)	(4.6)	(3.0)	(4.2)	(3.5)
Number of respondents	156	197	285	205	430	68	224	235	248
Percentage received following hours of counseling/therapy in the past year:									
None	87.5	91.2	89.6	93.0	86.8	93.0	95.3	91.5	80.1
	(4.9)	(3.8)	(3.3)	(2.9)	(3.2)	(4.6)	(2.5)	(3.6)	(4.7)
Less than 10 hours	1.5	1.8	4.4	2.0	3.2	0.9	1.1	2.0	5.1
	(1.8)	(1.8)	(2.2)	(1.6)	(1.7)	(1.7)	(1.3)	(1.8)	(2.6)
10 to 40 hours	4.4	2.0	4.5	1.3	5.1	6.1	1.4	1.6	9.6
	(3.0)	(1.9)	(2.2)	(1.3)	(2.1)	(4.3)	(1.4)	(1.6)	(3.4)
41 to 100 hours	2.7	1.4	0.8	1.8	1.5	0.0	1.4	0.9	1.9
	(2.4)	(1.6)	(1.0)	(1.5)	(1.1)	(0.0)	(1.4)	(1.3)	(1.6)
More than 100 hours	3.9	3.6	0.7	1.9	3.4	0.0	0.7	3.9	3.2
	(2.8)	(2.5)	(0.9)	(1.5)	(1.7)	(0.0)	(1.0)	(2.5)	(2.1)
Number of respondents	137	185	277	179	416	63	204	226	231
Average hours of counseling/ therapy provided recipients in the past year	16.0	8.1	3.3	17.1	12.6	2.1	2.8	12.8	19.0
	(13.1)	(4.6)	(2.2)	(14.4)	(7.8)	(1.5)	(2.0)	(10.3)	(13.5)
Number of respondents	137	185	277	179	416	63	204	226	231

Source: Parent interviews.

Table 30A: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received counseling/therapy in the past year from:*												
Secondary school	28.3	47.8	---	---	20.8	38.2	44.1	33.1	9.8	33.2	22.9	---
	(7.9)	(14.1)			(9.1)	(13.8)	(18.9)	(13.2)	(8.1)	(9.9)	(17.3)	
Special school	59.5	18.8	---	---	65.9	50.4	63.5	47.4	71.5	62.9	76.3	---
	(7.6)	(12.4)			(9.2)	(12.7)	(17.4)	(12.4)	(10.3)	(9.0)	(14.4)	
Postsecondary school	0.1	0.3	---	---	0.0	0.2	0.0	0.0	0.3	0.0	0.0	---
	(0.2)	(0.6)			(0.0)	(0.5)	(0.0)	(0.0)	(0.5)	(0.0)	(0.0)	
Family member/friend	7.9	13.1	---	---	7.3	8.7	6.3	13.9	0.0	10.9	0.0	---
	(5.1)	(11.2)			(6.2)	(8.5)	(10.7)	(10.3)	(0.0)	(7.1)	(0.0)	
Private therapist	19.9	22.7	---	---	20.6	18.8	22.3	26.2	9.7	18.1	20.3	---
	(7.5)	(13.9)			(9.6)	(11.9)	(18.2)	(13.0)	(8.3)	(8.7)	(17.7)	
Vocational Rehabilitation	1.1	0.0	---	---	1.9	0.0	0.0	0.0	3.3	0.0	0.0	---
	(2.0)	(0.0)			(3.3)	(0.0)	(0.0)	(0.0)	(5.0)	(0.0)	(0.0)	
Hospital/institution	7.6	3.9	---	---	10.6	3.4	0.0	5.2	15.0	2.3	36.6	---
	(4.9)	(6.3)			(7.2)	(5.4)	(0.0)	(6.5)	(9.9)	(3.4)	(20.4)	
Other source	3.1	4.0	---	---	2.7	3.7	2.1	2.6	4.5	2.4	3.7	---
	(1.2)	(2.0)			(1.4)	(2.1)	(2.0)	(1.9)	(2.1)	(1.3)	(2.8)	
Number of respondents	95	21	14	6	55	40	19	41	35	70	15	10

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* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 30B: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

Service Characteristics	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Percentage received counseling/therapy in the past year from:*				
Secondary school	54.5	0.8	40.4	19.2
	(12.6)	(2.4)	(15.6)	(12.6)
Special school	15.8	86.5	63.9	65.5
	(10.5)	(6.8)	(11.4)	(14.1)
Postsecondary school	0.0	0.0	0.2	0.0
	(0.0)	(0.0)	(0.5)	(0.0)
Family member/friend	18.3	0.8	22.9	3.1
	(11.5)	(2.4)	(14.1)	(6.1)
Private therapist	28.6	8.0	28.7	20.8
	(13.4)	(7.4)	(15.1)	(14.3)
Vocational Rehabilitation	1.7	0.9	4.2	0.0
	(3.8)	(2.6)	(6.7)	(0.0)
Hospital/institution	4.0	6.8	1.6	7.5
	(5.8)	(6.7)	(4.3)	(8.9)
Other source	2.7	4.7	1.5	3.7
	(1.5)	(2.4)	(1.3)	(2.4)
Number of respondents	35	51	28	32

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* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 30C: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received counseling/ therapy in the past year from:*									
Secondary school	28.8 (14.1)	25.9 (17.7)	16.2 (10.5)	36.1 (15.3)	18.1 (8.9)	---	39.9 (17.1)	15.3 (15.0)	20.3 (9.8)
Special school	62.9 (13.6)	76.6 (13.9)	42.1 (13.1)	59.0 (14.1)	57.6 (10.1)	---	63.7 (15.3)	81.1 (12.7)	35.9 (11.1)
Postsecondary school	0.0 (0.0)	0.0 (0.0)	0.3 (0.6)	0.0 (0.0)	0.1 (0.4)	---	0.0 (0.0)	0.0 (0.0)	0.3 (0.6)
Family member/friend	15.9 (11.6)	3.6 (8.1)	3.8 (5.6)	14.2 (12.3)	6.7 (5.9)	---	13.4 (13.3)	0.0 (0.0)	9.1 (7.1)
Private therapist	4.3 (6.5)	7.2 (11.3)	56.3 (14.5)	3.2 (6.2)	27.0 (10.5)	---	3.0 (6.6)	18.2 (16.5)	29.8 (11.2)
Vocational Rehabilitation	0.0 (0.0)	0.0 (0.0)	4.3 (5.9)	0.0 (0.0)	1.6 (3.0)	---	0.0 (0.0)	0.0 (0.0)	2.2 (3.6)
Hospital/institution	14.1 (11.0)	0.0 (0.0)	3.1 (5.1)	23.6 (15.0)	2.8 (3.8)	---	18.5 (15.2)	1.7 (5.6)	2.7 (4.0)
Other source	4.1 (2.8)	1.8 (1.7)	1.2 (1.1)	3.9 (2.1)	3.1 (1.6)	---	2.3 (1.7)	0.5 (0.8)	7.0 (2.9)
Number of respondents	30	17	37	18	68	6	20	20	51

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* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 31A: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received OT/life skills training:												
Never	57.4	73.5	69.6	66.5	58.3	56.3	60.2	63.1	48.7	58.2	55.8	55.5
	(3.3)	(4.4)	(7.2)	(11.4)	(4.2)	(5.4)	(6.2)	(5.8)	(5.1)	(4.2)	(7.7)	(8.0)
For fewer than 12 months	9.4	6.2	7.7	12.4	9.4	9.4	7.9	8.4	11.7	8.1	11.3	13.4
	(2.0)	(2.4)	(4.1)	(8.0)	(2.5)	(3.2)	(3.4)	(3.3)	(3.3)	(2.3)	(4.9)	(5.5)
12 to 24 months	13.2	5.2	11.6	17.6	15.2	10.7	11.4	14.5	13.2	14.1	13.6	8.8
	(2.3)	(2.2)	(5.0)	(9.2)	(3.0)	(3.4)	(4.0)	(4.2)	(3.4)	(2.9)	(5.3)	(4.5)
25 to 48 months	4.9	2.8	2.5	3.6	4.7	5.1	4.3	4.5	5.9	5.1	5.4	3.4
	(1.5)	(1.6)	(2.4)	(4.5)	(1.8)	(2.4)	(2.6)	(2.5)	(2.4)	(1.9)	(3.5)	(2.9)
More than 48 months	15.1	12.3	8.7	0.0	12.4	18.4	16.2	9.4	20.4	14.5	13.9	18.9
	(2.4)	(12.3)	(8.7)	(0.0)	(2.8)	(4.2)	(4.7)	(3.5)	(4.1)	(3.0)	(5.4)	(6.3)
Number of respondents	722	226	131	44	414	308	203	254	265	488	123	111
Percentage received following hours of OT/life skills training in the past year:												
None	79.4	85.8	84.9	90.2	81.5	76.9	82.1	77.3	79.9	77.5	81.1	86.3
	(2.8)	(3.6)	(5.6)	(7.3)	(3.4)	(4.7)	(4.7)	(5.2)	(4.3)	(3.6)	(6.0)	(6.0)
40 hours or fewer	1.5	1.0	3.3	0.0	1.3	1.8	1.6	2.3	0.5	1.9	0.6	0.4
	(0.8)	(1.0)	(2.8)	(0.0)	(1.0)	(1.5)	(1.5)	(1.9)	(0.7)	(1.2)	(1.2)	(1.1)
41 to 100 hours	6.0	8.2	5.8	0.0	2.8	10.0	5.1	6.1	6.7	6.5	2.1	8.2
	(1.7)	(2.8)	(3.7)	(0.0)	(1.5)	(3.4)	(2.7)	(3.0)	(2.7)	(2.1)	(2.2)	(4.8)
101 to 240 hours	6.5	1.0	3.0	9.1	7.4	5.3	8.1	7.2	4.3	7.8	4.5	2.7
	(1.7)	(1.0)	(2.7)	(7.0)	(2.3)	(2.5)	(3.4)	(3.2)	(2.2)	(2.3)	(3.2)	(2.8)
241 to 480 hours	1.9	0.9	0.0	0.7	2.5	1.1	1.8	0.9	3.1	1.4	5.9	0.0
	(1.0)	(1.0)	(0.0)	(2.0)	(1.4)	(1.2)	(1.7)	(1.2)	(1.9)	(1.0)	(3.6)	(0.0)
More than 480 hours	4.7	3.1	3.1	0.0	4.6	4.8	1.2	6.2	5.6	4.9	5.8	2.3
	(1.5)	(1.8)	(2.7)	(0.0)	(1.8)	(2.4)	(1.4)	(3.0)	(2.5)	(1.9)	(3.6)	(2.6)
Number of respondents	650	213	130	43	372	278	186	237	227	443	109	98

Source: Parent interviews.

Table 31B: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

Service Characteristics	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Percentage received OT/life skills training:				
Never	72.2	23.0	67.3	40.4
	(4.0)	(5.0)	(4.8)	(6.4)
For fewer than 12 months	8.6	10.0	6.5	16.5
	(2.5)	(3.6)	(2.5)	(4.8)
12 to 24 months	8.5	24.4	14.8	13.6
	(2.5)	(5.1)	(3.7)	(4.5)
25 to 48 months	2.6	10.0	3.7	6.5
	(1.4)	(3.6)	(2.0)	(3.2)
More than 48 months	8.1	32.5	7.6	23.0
	(2.5)	(5.6)	(2.7)	(5.5)
Number of respondents	369	282	281	240
Percentage received following hours of OT/life skills training in the past year:				
None	88.4	56.0	86.2	67.5
	(2.9)	(5.8)	(3.7)	(6.4)
40 hours or fewer	1.6	1.8	0.7	2.8
	(1.1)	(1.6)	(0.9)	(2.3)
41 to 100 hours	5.0	8.0	3.3	12.1
	(2.0)	(3.2)	(1.9)	(4.4)
101 to 240 hours	1.8	18.3	3.5	11.1
	(1.2)	(4.6)	(2.0)	(4.3)
241 to 480 hours	0.6	5.5	0.7	4.1
	(0.7)	(2.7)	(0.9)	(2.7)
More than 480 hours	2.6	10.5	5.5	2.4
	(1.5)	(3.6)	(2.4)	(2.1)
Number of respondents	355	245	265	213

Source: Parent interviews.

Table 31C: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received OT/life skills training:									
Never	57.8	58.4	58.4	71.6	49.6	71.7	61.6	61.7	47.2
	(6.8)	(6.4)	(5.2)	(4.7)	(4.7)	(7.9)	(5.7)	(6.1)	(5.6)
For fewer than 12 months	9.4	9.4	8.4	4.8	11.6	10.6	12.4	7.7	8.0
	(4.0)	(3.8)	(2.9)	(2.2)	(3.0)	(5.4)	(3.8)	(3.3)	(3.0)
12 to 24 months	13.0	16.4	12.5	9.9	15.3	3.9	10.3	16.0	14.3
	(4.6)	(4.8)	(3.5)	(3.1)	(3.4)	(3.4)	(3.5)	(4.6)	(3.9)
25 to 48 months	5.8	4.4	5.1	3.7	4.4	9.2	4.9	3.6	6.2
	(3.2)	(2.6)	(2.3)	(2.0)	(1.9)	(5.0)	(2.5)	(2.3)	(2.7)
More than 48 months	13.9	11.5	15.6	10.1	19.0	4.6	10.9	11.1	24.4
	(4.8)	(4.1)	(3.8)	(3.2)	(3.7)	(3.7)	(3.6)	(3.9)	(4.8)
Number of respondents	160	195	283	204	430	67	225	236	247
Percentage received following hours of OT/life skills training in the past year:									
None	80.5	80.4	78.5	92.9	74.7	81.0	83.8	85.5	67.8
	(5.8)	(5.3)	(4.5)	(2.9)	(4.2)	(7.4)	(4.5)	(4.6)	(5.2)
40 hours or fewer	0.0	1.1	3.3	0.2	1.9	1.1	0.6	0.9	3.1
	(0.0)	(1.4)	(2.0)	(0.5)	(1.3)	(2.0)	(1.0)	(1.3)	(1.9)
41 to 100 hours	6.5	6.0	3.9	1.5	5.7	13.8	7.6	1.9	9.1
	(3.6)	(3.2)	(2.1)	(1.4)	(2.2)	(6.5)	(3.2)	(1.8)	(3.2)
101 to 240 hours	3.7	8.6	7.5	3.3	8.6	2.3	2.6	7.9	8.9
	(2.7)	(3.8)	(2.9)	(2.1)	(2.7)	(2.8)	(1.9)	(3.5)	(3.2)
241 to 480 hours	1.3	2.0	3.0	1.1	2.3	0.8	1.1	1.7	3.1
	(1.7)	(1.9)	(1.9)	(1.2)	(1.4)	(1.6)	(1.3)	(1.7)	(1.9)
More than 480 hours	8.0	1.8	3.7	1.1	6.8	1.1	4.3	2.0	8.0
	(4.0)	(1.8)	(2.1)	(1.2)	(2.4)	(1.9)	(2.5)	(1.8)	(3.0)
Number of respondents	141	176	260	176	393	59	200	211	227

Source: Parent interviews.

Table 31A: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours of OT/life skills training provided recipients in the past year	58.8	35.1	33.8	18.3	56.6	61.4	31.5	64.8	73.0	58.3	84.6	33.9
	(13.3)	(14.9)	(22.7)	(13.7)	(15.8)	(22.9)	(14.5)	(23.4)	(24.7)	(15.8)	(38.6)	(28.1)
Number of respondents	650	213	130	43	372	278	186	237	227	443	109	98
Percentage received OT/life skills training in the past year from:*												
Secondary school	10.5	13.6	10.2	---	8.2	13.0	9.0	12.5	8.8	11.7	5.7	10.5
	(2.7)	(4.2)	(5.3)		(3.2)	(4.5)	(4.6)	(4.7)	(4.5)	(3.4)	(4.1)	(12.6)
Special school	32.2	17.2	2.3	---	34.9	29.4	38.1	26.9	33.6	33.2	33.9	14.7
	(4.7)	(9.8)	(4.5)		(6.2)	(7.2)	(10.4)	(7.3)	(7.2)	(5.7)	(9.9)	(14.5)
Postsecondary school	0.0	0.0	0.0	---	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Private therapist	0.4	0.0	2.8	---	0.0	0.9	1.7	0.0	0.0	0.6	0.0	0.0
	(0.9)	(0.0)	(5.6)		(0.0)	(1.8)	(3.6)	(0.0)	(0.0)	(1.2)	(0.0)	(0.0)
Vocational Rehabilitation	2.3	0.0	7.4	---	2.9	1.8	0.0	0.0	6.8	0.6	0.0	20.3
	(2.0)	(0.0)	(8.9)		(3.0)	(2.6)	(0.0)	(0.0)	(4.8)	(1.3)	(0.0)	(16.5)
Hospital/institution	1.3	5.7	0.0	---	1.6	1.0	0.0	0.7	2.9	0.0	1.5	9.8
	(1.5)	(6.3)	(0.0)		(2.2)	(1.9)	(0.0)	(1.8)	(3.2)	(0.0)	(3.3)	(11.2)
Other source	25.1	51.1	42.9	---	14.8	34.9	5.2	26.8	38.4	17.9	36.9	55.5
	(5.6)	(13.6)	(16.8)		(6.2)	(9.2)	(6.1)	(9.7)	(9.2)	(6.1)	(13.1)	(18.8)
Number of respondents	196	29	27	4	98	98	47	74	75	141	38	17

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* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 31B: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

	Type of School Attended		Severity of Visual Impairment	
Service Characteristics	Regular School	Special School	Partially Sighted	Blind
Average hours of OT/life skills training provided recipients in the past year	29.5	140	47.1	65.8
	(12.6)	(33.0)	(18.0)	(23.0)
Number of respondents	355	245	265	213
Percentage received OT/life skills training in the past year from:*				
Secondary school	8.7	13.0	9.8	13.3
	(2.9)	(5.5)	(3.7)	(5.5)
Special school	9.2	40.4	13.7	32.9
	(6.6)	(5.8)	(5.5)	(7.9)
Postsecondary school	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)
Private therapist	1.3	0.0	0.0	0.0
	(2.7)	(0.0)	(0.0)	(0.0)
Vocational Rehabilitation	3.4	1.4	2.2	2.1
	(4.4)	(2.0)	(3.6)	(3.0)
Hospital/institution	1.5	1.3	0.0	1.6
	(2.9)	(1.9)	(0.0)	(2.5)
Other source	54.6	9.6	13.2	36.6
	(11.9)	(4.9)	(8.3)	(9.9)
Number of respondents	53	133	52	92

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* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 31C: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of OT/life skills training provided recipients in the past year	72.4	45.6	49.4	18.3	80.7	23.0	45.4	41.0	93.4
	(31.6)	(20.9)	(14.8)	(9.6)	(21.7)	(13.7)	(20.6)	(20.6)	(26.5)
Number of respondents	141	176	260	176	393	59	200	211	227
Percentage received OT/life skills training in the past year from:*									
Secondary school	19.5	12.2	9.2	11.6	10.2	15.9	19.2	9.1	10.2
	(8.1)	(6.1)	(3.8)	(5.3)	(3.6)	(7.6)	(6.7)	(4.9)	(4.2)
Special school	23.3	38.3	42.4	17.7	40.0	50.2	27.1	33.4	45.2
	(9.4)	(9.9)	(8.4)	(7.2)	(6.7)	(17.2)	(8.3)	(9.2)	(8.8)
Postsecondary school	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Private therapist	0.0	0.0	1.5	0.0	0.6	0.0	0.0	0.0	1.0
	(0.0)	(0.0)	(2.3)	(0.0)	(1.2)	(0.0)	(0.0)	(0.0)	(1.9)
Vocational Rehabilitation	0.0	1.1	3.1	2.5	2.2	4.3	0.0	1.7	3.6
	(0.0)	(2.8)	(3.3)	(4.2)	(2.4)	(7.2)	(0.0)	(3.3)	(3.5)
Hospital/institution	0.0	0.0	0.0	3.9	1.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(5.1)	(1.6)	(0.0)	(0.0)	(0.0)	(0.0)
Other source	27.6	18.4	23.2	22.6	28.1	0.0	19.1	21.6	31.2
	(13.5)	(10.1)	(8.0)	(11.0)	(7.2)	(0.0)	(10.0)	(10.2)	(8.9)
Number of respondents	33	48	88	31	144	16	47	59	84

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* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 32A: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage used a tutor/reader/ interpreter:												
Never	56.2	58.9	42.8	59.0	59.5	52.3	60.0	50.5	59.7	55.8	59.1	54.9
	(3.3)	(4.9)	(7.6)	(12.0)	(4.1)	(5.5)	(6.1)	(6.0)	(5.1)	(4.2)	(7.7)	(8.1)
For just a few days	2.2	2.4	2.8	4.8	1.1	3.6	0.5	4.2	1.3	1.6	6.0	0.9
	(1.0)	(1.5)	(2.5)	(5.2)	(0.9)	(2.0)	(0.9)	(2.4)	(1.2)	(1.0)	(3.7)	(1.5)
For a few weeks	3.2	2.4	2.8	0.3	1.1	5.7	2.3	3.1	4.0	1.8	6.5	5.9
	(1.2)	(1.5)	(2.5)	(1.4)	(0.9)	(2.5)	(1.9)	(2.1)	(2.0)	(1.1)	(3.9)	(3.9)
For a few months	5.4	4.5	6.5	4.8	7.7	2.7	5.1	6.4	4.6	6.2	1.2	6.9
	(1.5)	(2.1)	(3.8)	(5.2)	(2.2)	(1.8)	(2.7)	(2.9)	(2.2)	(2.0)	(1.7)	(4.1)
For about a year	5.8	2.5	2.4	12.5	4.7	7.1	5.7	4.0	7.7	4.8	5.5	10.7
	(1.6)	(1.6)	(2.4)	(8.1)	(1.8)	(2.8)	(2.9)	(2.4)	(2.8)	(1.8)	(3.5)	(5.0)
For several years or more	27.2	29.3	42.7	18.6	26.0	28.7	26.4	31.8	22.6	30.0	21.7	20.7
	(3.0)	(4.5)	(7.6)	(9.5)	(3.7)	(5.0)	(5.5)	(5.6)	(4.3)	(3.8)	(6.4)	(6.6)
Number of respondents	716	224 -	133	43	411	305	200	256	260	486	121	109
Percentage used following hours of a tutor/reader/interpreter in the past year:												
None	78.6	78.2	69.5	82.8	82.4	73.8	75.9	75.7	83.9	76.4	86.2	79.4
	(2.8)	(4.3)	(6.6)	(9.2)	(3.2)	(4.9)	(5.4)	(5.0)	(4.0)	(3.5)	(5.6)	(7.1)
Fewer than 40 hours	3.5	4.1	4.7	1.9	2.0	5.5	4.0	3.0	3.8	3.1	2.2	6.9
	(1.3)	(2.0)	(3.0)	(3.3)	(1.2)	(2.5)	(2.5)	(2.0)	(2.1)	(1.4)	(2.4)	(4.5)
40 to 100 hours	2.2	1.7	3.0	2.1	2.0	2.4	3.1	1.9	1.8	2.2	2.2	2.3
	(1.0)	(1.3)	(2.4)	(3.5)	(1.2)	(1.7)	(2.2)	(1.6)	(1.5)	(1.2)	(2.3)	(2.6)
101 to 240 hours	9.3	10.5	12.3	9.4	8.2	10.7	9.8	13.3	4.4	12.0	4.3	2.7
	(2.0)	(3.2)	(4.7)	(7.1)	(2.3)	(3.4)	(3.8)	(4.0)	(2.2)	(2.7)	(3.3)	(2.9)
241 to 480 hours	3.2	1.7	8.0	2.7	2.5	4.2	5.2	3.9	0.9	4.4	0.9	0.6
	(1.2)	(1.3)	(3.9)	(3.9)	(1.3)	(2.2)	(2.8)	(2.3)	(1.0)	(1.7)	(1.5)	(1.3)
More than 480 hours	3.2	3.8	2.5	1.2	3.0	3.5	2.1	2.1	5.3	1.8	4.3	8.1
	(1.2)	(2.0)	(2.2)	(2.6)	(1.4)	(2.0)	(1.8)	(1.7)	(2.5)	(1.1)	(3.3)	(4.8)
Number of respondents	664	211	126	43	386	278	190	239	235	452	115	97

Source: Parent interviews.

Table 32B: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH VISUAL IMPAIRMENTS

Service Characteristics	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Percentage used a tutor/reader/interpreter:				
Never	54.0	58.7	60.4	50.5
	(4.5)	(5.7)	(5.1)	(6.5)
For just a few days	3.1	0.7	4.6	0.4
	(1.6)	(0.9)	(2.2)	(0.9)
For a few weeks	2.3	6.3	2.7	5.6
	(1.3)	(2.8)	(1.7)	(3.0)
For a few months	5.3	6.8	7.5	2.6
	(2.0)	(2.9)	(2.7)	(2.1)
For about a year	5.3	4.9	3.3	9.1
	(2.0)	(2.5)	(1.8)	(3.7)
For several years or more	30.0	22.7	21.6	31.7
	(4.1)	(4.9)	(4.3)	(6.0)
Number of respondents	369	277	278	238
Percentage used following hours of a tutor/reader/interpreter in the past year:				
None	77.3	81.5	85.2	67.9
	(3.8)	(4.4)	(3.8)	(5.8)
Fewer than 40 hours	4.1	3.3	2.4	5.0
	(1.8)	(2.0)	(1.6)	(2.7)
40 to 100 hours	2.2	1.8	1.4	2.8
	(1.3)	(1.5)	(1.2)	(2.1)
101 to 240 hours	9.3	10.0	6.7	14.8
	(2.6)	(3.4)	(2.7)	(4.4)
241 to 480 hours	4.3	1.9	3.8	2.5
	(1.8)	(1.5)	(2.0)	(1.9)
More than 480 hours	2.7	1.5	0.6	7.0
	(1.5)	(1.4)	(0.9)	(3.2)
Number of respondents	351	263	256	229

Source: Parent interviews.

Table 32C: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH VISUAL IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage used a tutor/reader/ interpreter:									
Never	59.0	54.7	51.4	65.6	50.0	71.5	60.8	50.3	56.3
	(6.8)	(6.4)	(5.3)	(5.0)	(4.7)	(7.8)	(5.7)	(6.3)	(5.5)
For just a few days	0.6	3.3	2.6	1.2	2.8	0.0	0.5	6.0	0.2
	(1.1)	(2.3)	(1.7)	(1.1)	(1.5)	(0.0)	(0.8)	(3.0)	(0.5)
For a few weeks	1.9	2.5	3.6	2.0	4.0	2.1	3.0	1.9	5.0
	(1.9)	(2.0)	(2.0)	(1.5)	(1.8)	(2.5)	(2.0)	(1.7)	(2.4)
For a few months	6.4	4.6	6.5	4.0	6.3	4.2	5.6	5.0	5.8
	(3.4)	(2.7)	(2.6)	(2.1)	(2.3)	(3.5)	(2.7)	(2.7)	(2.6)
For about a year	2.5	9.3	5.2	4.6	6.6	5.5	5.0	8.5	4.0
	(2.2)	(3.8)	(2.4)	(2.2)	(2.3)	(4.0)	(2.6)	(3.5)	(2.2)
For several years or more	29.5	25.5	30.7	22.6	30.4	16.6	25.1	28.3	28.7
	(6.3)	(5.6)	(4.9)	(4.4)	(4.3)	(6.5)	(5.1)	(5.6)	(5.0)
Number of respondents	155	195	280	201	427	67	219	235	247
Percentage used following hours of a tutor/reader/interpreter in the past year:									
None	82.7	74.1	76.6	86.8	74.4	84.5	83.3	78.4	72.4
	(5.0)	(6.0)	(4.5)	(3.9)	(4.0)	(6.6)	(4.5)	(5.0)	(5.2)
Fewer than 40 hours	2.0	2.2	3.9	0.9	4.3	7.2	1.3	2.0	7.5
	(1.8)	(2.0)	(2.1)	(1.1)	(1.9)	(4.7)	(1.4)	(1.7)	(3.0)
40 to 100 hours	1.4	1.3	4.2	0.8	2.6	2.3	1.0	1.2	4.8
	(1.6)	(1.6)	(2.1)	(1.0)	(1.5)	(2.8)	(1.2)	(1.3)	(2.5)
101 to 240 hours	8.7	11.4	10.4	5.9	11.0	4.7	8.0	11.9	8.5
	(3.7)	(4.4)	(3.3)	(2.7)	(2.9)	(3.8)	(3.3)	(3.9)	(3.2)
241 to 480 hours	3.2	4.9	3.1	2.2	4.3	0.0	2.6	4.7	2.6
	(2.3)	(2.9)	(1.9)	(1.7)	(1.9)	(0.0)	(1.9)	(2.6)	(1.8)
More than 480 hours	2.0	6.1	1.7	3.3	3.5	1.2	3.8	1.8	4.2
	(1.9)	(3.3)	(1.4)	(2.0)	(1.7)	(2.0)	(2.3)	(1.6)	(2.3)
Number of respondents	138	179	268	178	404	62	201	222	228

Source: Parent interviews.

Table 32A: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours provided to recipients of a tutor/reader/ interpreter in the past year	62.5	70.7	80.5	55.2	59.1	66.7	67.8	61.6	59.2	61.7	71.6	55.5
	(15.4)	(26.3)	(31.0)	(63.8)	(20.3)	(23.2)	(29.5)	(21.4)	(27.8)	(16.8)	(52.7)	(26.5)
Number of respondents	664	211	126	43	386	278	190	239	235	452	115	97
Percentage whose tutor/reader/ interpreter in the past year was:*												
Staff from secondary school	66.8	84.5	83.5	---	71.2	61.8	72.1	77.5	40.0	72.4	80.3	12.0
	(6.1)	(6.7)	(8.8)		(7.7)	(9.6)	(11.3)	(8.5)	(10.6)	(7.0)	(11.3)	(12.6)
Staff from a special school	26.2	7.5	2.2	---	36.9	15.9	25.5	22.5	33.2	28.5	35.7	5.6
	(6.0)	(5.5)	(3.8)		(8.7)	(7.5)	(11.6)	(9.3)	(10.2)	(7.4)	(15.4)	(8.9)
From a postsecondary school	1.6	1.0	0.4	---	0.4	3.1	0.0	0.0	4.7	0.0	0.0	10.4
	(0.8)	(1.0)	(0.9)		(0.5)	(1.9)	(0.0)	(0.0)	(2.2)	(0.0)	(0.0)	(4.8)
A family member/friend	29.3	26.5	40.1	---	27.1	31.3	24.3	37.5	20.0	31.5	37.7	11.4
	(6.5)	(9.3)	(12.9)		(8.7)	(9.8)	(11.8)	(11.4)	(9.4)	(8.1)	(16.5)	(12.3)
Another student	9.1	7.0	16.8	---	9.1	9.1	5.4	8.4	14.3	5.9	24.6	16.1
	(4.1)	(5.4)	(9.8)		(5.6)	(6.1)	(6.2)	(6.5)	(8.2)	(4.1)	(14.6)	(14.2)
A private tutor/aide	0.5	1.0	0.0	---	0.9	0.0	1.6	0.0	0.0	0.6	0.0	0.0
	(1.0)	(2.1)	(0.0)		(1.9)	(0.0)	(3.5)	(0.0)	(0.0)	(1.4)	(0.0)	(0.0)
From Vocational Rehabilitation	0.0	0.0	0.0	---	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
From another source	2.9	5.0	2.7	---	1.0	5.3	1.6	3.6	3.3	2.4	1.2	7.3
	(1.1)	(2.2)	(2.5)		(0.9)	(2.5)	(1.7)	(2.2)	(1.8)	(1.3)	(1.6)	(4.1)
Number of respondents	160	52	43	9	80	80	48	64	48	117	24	19

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* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 32B: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

	Type of School Attended		Severity of Visual Impairment	
Service Characteristics	Regular School	Special School	Partially Sighted	Blind
Average hours provided to recipients of a tutor/reader/interpreter in the past year	64.6	51.3	33.2	98.8
	(20.0)	(27.5)	(11.9)	(36.0)
Number of respondents	351	263	256	229
Percentage whose tutor/reader/interpreter in the past year was:*				
Staff from secondary school	84.1	27.2	78.2	61.5
	(5.6)	(11.2)	(8.0)	(11.1)
Staff from a special school	4.9	65.8	24.5	23.8
	(3.8)	(10.8)	(9.4)	(9.9)
From a postsecondary school	0.7	0.4	0.7	3.4
	(0.7)	(0.7)	(0.9)	(2.3)
A family member/friend	36.0	23.1	26.4	30.7
	(8.4)	(11.2)	(10.2)	(11.5)
Another student	12.3	4.9	7.1	11.9
	(5.8)	(5.7)	(6.0)	(8.1)
A private tutor/aide	0.4	0.6	1.5	0.0
	(1.2)	(2.1)	(2.9)	(0.0)
From Vocational Rehabilitation	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)
From another source	3.4	2.6	1.1	6.6
	(1.7)	(1.8)	(1.1)	(3.1)
Number of respondents	98	52	57	64

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* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 32C: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours provided to recipients of a tutor/reader/interpreter in the past year	66.4	81.8	56.4	67.0	67.3	19.7	53.1	73.9	64.9
	(39.2)	(27.3)	(23.3)	(31.4)	(19.5)	(14.0)	(23.4)	(34.1)	(22.0)
Number of respondents	138	179	268	178	404	62	201	222	228
Percentage whose tutor/reader/interpreter in the past year was:*									
Staff from secondary school	79.4	53.4	63.5	61.0	63.5	---	72.0	64.1	58.1
	(11.4)	(12.7)	(9.2)	(11.2)	(8.4)		(11.6)	(11.8)	(9.4)
Staff from a special school	23.9	34.8	20.4	42.6	22.9	---	19.8	36.6	20.4
	(12.7)	(12.4)	(8.1)	(11.8)	(7.6)		(11.0)	(12.2)	(8.0)
From a postsecondary school	0.0	4.7	1.0	0.8	2.2	---	3.4	0.0	1.4
	(0.0)	(2.8)	(1.1)	(1.0)	(1.4)		(2.1)	(0.0)	(1.3)
A family member/friend	27.6	24.8	42.3	29.4	29.2	---	6.7	31.8	44.9
	(13.9)	(11.9)	(10.1)	(11.8)	(8.5)		(7.5)	(12.4)	(10.1)
Another student	7.9	6.4	12.3	8.8	9.9	---	3.9	7.4	14.9
	(8.4)	(6.7)	(6.7)	(7.3)	(5.6)		(5.8)	(6.9)	(7.2)
A private tutor/aide	0.0	0.0	1.4	0.0	0.6	---	0.0	0.8	0.5
	(0.0)	(0.0)	(2.4)	(0.0)	(1.4)		(0.0)	(2.4)	(1.5)
From Vocational Rehabilitation	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
From another source	3.9	0.3	1.4	0.6	3.9	---	3.0	0.0	5.7
	(2.7)	(0.7)	(1.3)	(0.8)	(1.8)		(2.0)	(0.0)	(2.6)
Number of respondents	31	43	75	33	108	13	34	51	74

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* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 33A: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received speech/ language therapy:												
Never	73.0	78.9	72.1	84.1	73.2	72.9	69.8	75.6	72.8	70.0	75.5	84.2
	(3.0)	(4.0)	(6.9)	(8.9)	(3.7)	(4.8)	(5.8)	(5.1)	(4.5)	(3.8)	(6.6)	(5.9)
For just a few days	0.2	0.0	0.0	0.0	0.1	0.2	0.0	0.2	0.2	0.2	0.0	0.0
	(0.3)	(0.0)	(0.0)	(0.0)	(0.3)	(0.5)	(0.0)	(0.5)	(0.5)	(0.4)	(0.0)	(0.0)
For a few weeks	1.4	1.7	0.8	0.0	1.2	1.6	1.5	2.3	0.2	2.0	0.0	0.0
	(0.8)	(1.3)	(1.4)	(0.0)	(0.9)	(1.4)	(1.5)	(1.8)	(0.5)	(1.2)	(0.0)	(0.0)
For a few months	2.9	2.7	0.5	4.4	2.8	3.0	1.2	3.5	3.6	2.7	3.8	2.6
	(1.1)	(1.6)	(1.1)	(5.0)	(1.4)	(1.8)	(1.4)	(2.2)	(1.9)	(1.4)	(2.9)	(2.6)
For about a year	5.5	5.0	7.7	2.6	6.3	4.6	6.4	4.9	5.5	5.6	6.0	4.8
	(1.5)	(2.2)	(4.1)	(3.9)	(2.0)	(2.3)	(3.1)	(2.6)	(2.3)	(1.9)	(3.7)	(3.4)
For several years or more	17.0	11.6	18.8	8.9	16.4	17.8	21.2	13.5	17.6	19.5	14.7	8.4
	(2.5)	(3.2)	(6.0)	(6.9)	(3.1)	(4.2)	(5.2)	(4.1)	(3.9)	(3.3)	(5.4)	(4.5)
Number of respondents	727	227	134	44	419	308	204	258	265	492	124	111
Percentage received following hours of speech/language therapy in the past year:												
None	92.3	96.3	92.9	100	91.5	93.3	89.5	93.6	93.2	89.6	98.1	98.7
	(1.8)	(1.9)	(4.0)	(0.0)	(2.4)	(2.8)	(4.0)	(3.0)	(2.6)	(2.7)	(2.0)	(1.9)
Fewer than 40 hours	1.9	2.1	2.6	0.0	1.0	2.9	1.9	1.2	2.6	2.7	0.0	0.0
	(0.9)	(1.4)	(2.4)	(0.0)	(0.9)	(1.9)	(1.8)	(1.3)	(1.6)	(1.4)	(0.0)	(0.0)
40 to 100 hours	2.2	1.1	0.5	0.0	2.8	1.4	4.9	0.9	1.4	3.0	0.5	0.0
	(1.0)	(1.0)	(1.1)	(0.0)	(1.4)	(1.3)	(2.8)	(1.2)	(1.2)	(1.5)	(1.1)	(0.0)
101 to 240 hours	3.4	0.0	4.1	0.0	4.4	2.1	3.1	4.3	2.6	4.4	1.3	0.8
	(1.3)	(0.0)	(3.0)	(0.0)	(1.8)	(1.6)	(2.3)	(2.5)	(1.6)	(1.8)	(1.7)	(1.5)
More than 240 hours	0.3	0.6	0.0	0.0	0.3	0.2	0.6	0.0	0.3	0.2	0.0	0.5
	(0.3)	(0.8)	(0.0)	(0.0)	(0.5)	(0.4)	(1.0)	(0.0)	(0.5)	(0.4)	(0.0)	(1.2)
Number of respondents	687	219	134	42	395	292	194	246	247	467	116	104

Source: Parent interviews

Table 33B: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

Service Characteristics	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Percentage received speech/ language therapy:				
Never	77.8	58.3	76.8	73.2
	(3.7)	(5.8)	(4.3)	(5.8)
For just a few days	0.0	0.5	0.0	0.5
	(0.0)	(0.9)	(0.0)	(0.9)
For a few weeks	1.1	2.3	2.4	0.8
	(0.9)	(1.8)	(1.6)	(1.2)
For a few months	2.3	4.0	1.3	3.3
	(1.4)	(2.3)	(1.2)	(2.3)
For about a year	5.4	6.9	6.6	5.3
	(2.0)	(3.0)	(2.5)	(3.0)
For several years or more	13.3	27.9	12.9	16.9
	(3.0)	(5.3)	(3.4)	(4.9)
Number of respondents	374	282	286	240
Percentage received following hours of speech/language therapy in the past year:				
None	96.4	83.1	93.3	91.2
	(1.7)	(4.5)	(2.7)	(3.7)
Fewer than 40 hours	1.2	3.3	1.8	1.7
	(1.0)	(2.2)	(1.4)	(1.7)
40 to 100 hours	0.7	5.4	0.5	5.2
	(0.8)	(2.7)	(0.7)	(2.9)
101 to 240 hours	1.5	7.6	4.4	1.4
	(1.1)	(3.2)	(2.2)	(1.5)
More than 240 hours	0.1	0.6	0.0	0.5
	(0.3)	(0.9)	(0.0)	(1.0)
Number of respondents	364	273	270	237

Source: Parent interviews.

Table 33C: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

Service Characteristics	Household Income: Under $12,000	Household Income: 12,000-$24,999	Household Income: $25,000 and Over	Ethnicity: Black	Ethnicity: White	Ethnicity: Hispanic	Head of Household's Education: No High School Diploma	Head of Household's Education: High School Diploma	Head of Household's Education: Beyond High School
Percentage received speech/ language therapy:									
Never	75.6	78.9	67.5	84.3	66.3	83.7	74.0	80.5	63.4
	(5.9)	(5.3)	(4.9)	(3.8)	(4.4)	(6.3)	(5.1)	(4.9)	(5.4)
For just a few days	0.0	0.3	0.0	0.3	0.0	0.9	0.2	0.0	0.3
	(0.0)	(0.7)	(0.0)	(0.6)	(0.0)	(1.6)	(0.5)	(0.0)	(0.6)
For a few weeks	1.6	1.1	0.9	0.4	1.8	0.0	0.8	2.2	1.2
	(1.7)	(1.3)	(1.0)	(0.7)	(1.2)	(0.0)	(1.1)	(1.8)	(1.2)
For a few months	1.5	4.8	2.6	2.2	3.2	1.9	2.9	0.6	5.6
	(1.7)	(2.8)	(1.7)	(1.5)	(1.7)	(2.3)	(2.0)	(0.9)	(2.6)
For about a year	5.1	3.6	8.2	3.9	6.8	3.0	4.3	5.4	7.6
	(3.0)	(2.4)	(2.9)	(2.0)	(2.4)	(2.9)	(2.4)	(2.8)	(3.0)
For several years or more	16.3	11.3	20.8	8.9	21.8	10.5	17.8	11.2	22.0
	(5.1)	(4.1)	(4.3)	(3.0)	(3.9)	(5.2)	(4.5)	(3.9)	(4.6)
Number of respondents	160	192	284	204	432	70	226	236	248
Percentage received following hours of speech/language therapy in the past year:									
None	89.8	94.5	90.5	98.3	89.7	94.0	88.1	98.2	91.1
	(4.4)	(3.0)	(3.1)	(1.4)	(2.9)	(4.2)	(4.0)	(1.7)	(3.3)
Fewer than 40 hours	1.8	1.1	3.3	0.7	2.2	2.7	1.5	1.0	3.4
	(2.0)	(1.4)	(1.9)	(0.9)	(1.4)	(2.9)	(1.5)	(1.3)	(2.1)
40 to 100 hours	4.4	1.1	2.0	0.0	2.9	2.4	4.4	0.6	1.4
	(3.0)	(1.3)	(1.5)	(0.0)	(1.6)	(2.7)	(2.5)	(1.0)	(1.4)
101 to 240 hours	4.0	2.7	3.9	0.3	5.1	0.9	5.3	0.2	4.1
	(2.9)	(2.1)	(2.1)	(0.6)	(2.1)	(1.7)	(2.8)	(0.6)	(2.3)
More than 240 hours	0.0	0.7	0.2	0.7	0.1	0.0	0.7	0.0	0.0
	(0.0)	(1.1)	(0.5)	(0.9)	(0.3)	(0.0)	(1.0)	(0.0)	(0.0)
Number of respondents	145	182	277	182	418	65	207	223	239

Source: Parent interviews

Table 33A: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours of speech/language therapy provided recipients in the past year	8.6	3.0	7.2	0.0	10.6	6.0	10.2	8.0	7.8	10.5	2.9	5.7
	(2.7)	(2.4)	(4.5)	(0.0)	(3.9)	(3.2)	(4.8)	(4.1)	(4.8)	(3.2)	(3.4)	(9.2)
Number of respondents	687	219	134	42	395	292	194	246	247	467	116	104
Percentage received speech/language therapy in the past year from:*												
Secondary school	56.1	---	---	---	49.1	65.6	39.9	82.3	48.8	55.4	---	---
	(11.2)				(15.1)	(16.1)	(22.0)	(15.8)	(16.0)	(12.6)		
Special school	60.7	---	---	---	69.6	51.4	78.8	30.6	65.7	65.1	---	---
	(10.7)				(13.5)	(16.5)	(17.4)	(18.2)	(15.2)	(11.8)		
Postsecondary school	0.8	---	---	---	0.0	1.9	0.0	0.0	2.1	0.0	---	---
	(2.2)				(0.0)	(4.9)	(0.0)	(0.0)	(4.7)	(0.0)		
Family member/friend	2.6	---	---	---	4.5	0.0	0.0	0.0	6.6	0.0	---	---
	(3.8)				(6.7)	(0.0)	(0.0)	(0.0)	(8.3)	(0.0)		
Private therapist	0.9	---	---	---	0.0	2.2	0.0	3.2	0.0	1.1	---	---
	(2.3)				(0.0)	(5.3)	(0.0)	(8.1)	(0.0)	(2.9)		
Vocational Rehabilitation	0.0	---	---	---	0.0	0.0	0.0	0.0	0.0	0.0	---	---
	(0.0)				(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		
Hospital/institution	2.0	---	---	---	1.2	3.1	0.0	2.4	3.3	0.0	---	---
	(3.3)				(3.4)	(6.1)	(0.0)	(6.8)	(5.9)	(0.0)		
Other agency	2.5	---	---	---	0.0	5.7	0.0	0.0	6.2	0.0	---	---
	(3.6)				(0.0)	(8.3)	(0.0)	(0.0)	(7.9)	(0.0)		
Number of respondents	58	14	9	2	30	28	16	17	25	49	5	4

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* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews.

Table 33B: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

	Type of School Attended		Severity of Visual Impairment	
Service Characteristics	Regular School	Special School	Partially Sighted	Blind
Average hours of speech/language therapy provided recipients in the past year	3.4	20.0	8.5	9.6
	(2.0)	(6.9)	(3.8)	(6.0)
Number of respondents	364	273	270	237
Percentage received speech/language therapy in the past year from:*				
Secondary school	94.2	24.4	81.5	37.5
	(7.9)	(14.0)	(16.2)	(18.9)
Special school	10.6	83.6	24.2	63.1
	(12.4)	(10.4)	(18.4)	(17.0)
Postsecondary school	0.0	1.3	0.0	1.9
	(0.0)	(3.8)	(0.0)	(5.4)
Family member/friend	0.0	4.3	0.0	1.9
	(0.0)	(6.6)	(0.0)	(5.4)
Private therapist	2.7	0.0	3.2	0.0
	(6.5)	(0.0)	(7.8)	(0.0)
Vocational Rehabilitation	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)
Hospital/institution	0.0	3.3	0.0	4.5
	(0.0)	(5.7)	(0.0)	(7.8)
Other agency	3.9	0.0	0.0	2.5
	(7.8)	(0.0)	(0.0)	(5.9)
Number of respondents	19	35	16	25

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* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews

Table 33C: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of speech/language therapy provided recipients in the past year	11.3	8.2	8.3	2.7	11.7	4.1	15.7	1.2	7.3
	(5.5)	(6.5)	(3.4)	(2.8)	(4.2)	(3.7)	(6.7)	(1.4)	(3.1)
Number of respondents	145	182	277	182	418	65	207	223	239
Percentage received speech/language therapy in the past year from:*									
Secondary school	---	---	44.6	---	54.5	---	57.1	---	41.1
			(17.3)		(14.8)		(16.3)		(18.8)
Special school	---	---	69.7	---	59.9	---	55.2	---	84.3
			(15.7)		(14.1)		(16.1)		(13.9)
Postsecondary school	---	---	0.0	---	1.0	---	0.0	---	0.0
			(0.0)		(3.0)		(0.0)		(0.0)
Family member/friend	---	---	5.5	---	3.1	---	1.7	---	0.0
			(8.1)		(5.4)		(4.5)		(0.0)
Private therapist	---	---	2.9	---	1.1	---	0.0	---	3.2
			(5.9)		(3.2)		(0.0)		(7.1)
Vocational Rehabilitation	---	---	0.0	---	0.0	---	0.0	---	0.0
			(0.0)		(0.0)		(0.0)		(0.0)
Hospital/institution	---	---	0.0	---	2.4	---	0.0	---	0.0
			(0.0)		(4.6)		(0.0)		(0.0)
Other agency	---	---	0.0	---	3.0	---	0.0	---	4.7
			(0.0)		(5.0)		(0.0)		(8.5)
Number of respondents	12	13	25	9	40	7	25	11	19

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* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews

Table 34A: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

Service Characteristics	Total	Community: Urban	Community: Suburban	Community: Rural	Gender: Male	Gender: Female	Age in 1987: 15-16	Age in 1987: 17-18	Age in 1987: 19 or older	School Status: In-School	School Status: Out 1 year or less	School Status: Out 1 - 2 Years
Percentage received help with physical needs:												
Never	57.1	59.8	64.6	75.2	56.1	58.4	62.0	59.9	50.0	57.9	56.0	55.0
	(3.3)	(4.9)	(7.3)	(10.5)	(4.1)	(5.4)	(6.1)	(5.8)	(5.1)	(4.1)	(7.7)	(8.1)
For just a few days	2.2	2.8	3.8	2.2	2.5	1.9	3.3	2.1	1.5	2.5	1.5	1.7
	(1.0)	(1.6)	(2.9)	(3.6)	(1.3)	(1.5)	(2.3)	(1.7)	(1.2)	(1.3)	(1.9)	(2.1)
For a few weeks	1.9	1.1	1.0	8.5	2.5	1.1	0.8	3.9	0.4	2.4	1.0	0.5
	(0.9)	(1.0)	(1.5)	(6.8)	(1.3)	(1.1)	(1.1)	(2.3)	(0.6)	(1.3)	(1.6)	(1.2)
For a few months	3.7	6.7	1.4	0.0	3.7	3.7	3.5	3.8	3.7	3.8	2.6	4.4
	(1.3)	(2.5)	(1.8)	(0.0)	(1.6)	(2.0)	(2.3)	(2.3)	(1.9)	(1.6)	(2.5)	(3.3)
For about a year	4.8	4.3	1.8	0.0	4.1	5.8	3.7	4.2	6.5	3.5	6.7	8.6
	(1.4)	(2.0)	(2.1)	(0.0)	(1.6)	(2.5)	(2.4)	(2.4)	(2.5)	(1.5)	(3.9)	(4.6)
For several years or more	30.3	25.4	27.4	14.1	31.2	29.2	26.7	26.1	37.9	30.0	32.1	29.7
	(3.1)	(4.3)	(6.8)	(8.5)	(3.8)	(4.9)	(5.6)	(5.2)	(5.0)	(3.8)	(7.2)	(7.4)
Number of respondents	724	226	134	43	417	307	204	257	263	493	122	109
Percentage received following hours of help with physical needs in the past year:												
None	78.9	81.6	77.6	95.6	82.8	74.3	77.7	79.8	78.8	76.7	80.4	87.3
	(2.8)	(4.0)	(6.4)	(5.0)	(3.2)	(5.0)	(5.4)	(4.9)	(4.4)	(3.7)	(6.3)	(5.7)
Fewer than 40 hours	4.3	3.7	6.4	2.4	3.3	5.4	3.3	5.3	3.8	4.5	5.0	2.3
	(1.4)	(1.9)	(3.8)	(3.7)	(1.5)	(2.6)	(2.3)	(2.8)	(2.1)	(1.8)	(3.5)	(2.6)
40 to 100 hours	6.5	8.0	5.7	0.0	4.2	9.1	5.1	6.2	7.9	7.3	1.9	8.1
	(1.7)	(2.8)	(3.6)	(0.0)	(1.7)	(3.3)	(2.9)	(3.0)	(2.9)	(2.3)	(2.2)	(4.7)
101 to 240 hours	5.5	2.8	8.1	0.0	4.7	6.4	6.9	6.1	3.7	7.3	3.2	0.4
	(1.6)	(1.7)	(4.2)	(0.0)	(1.8)	(2.8)	(3.3)	(2.9)	(2.0)	(2.3)	(2.8)	(1.1)
241 to 480 hours	2.1	1.7	0.9	2.0	1.4	3.1	1.3	1.6	3.4	1.2	7.6	0.0
	(1.0)	(1.3)	(1.5)	(3.4)	(1.0)	(2.0)	(1.5)	(1.6)	(2.0)	(1.0)	(4.2)	(0.0)
More than 480 hours	2.7	2.2	1.2	0.0	3.5	1.7	5.7	0.9	2.3	3.1	1.9	1.9
	(1.1)	(1.5)	(1.7)	(0.0)	(1.6)	(1.5)	(3.0)	(1.2)	(1.6)	(1.5)	(2.2)	(2.3)
Number of respondents	669	213	133	43	384	285	188	241	240	451	117	101

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 34B: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
Service Characteristics	Regular School	Special School	Partially Sighted	Blind
Percentage received help with physical needs:				
Never	65.6	37.2	75.0	32.8
	(4.3)	(5.5)	(4.4)	(6.1)
For just a few days	2.5	0.7	1.6	2.4
	(1.4)	(0.9)	(1.3)	(2.0)
For a few weeks	2.8	0.6	2.4	0.5
	(1.5)	(0.9)	(1.6)	(0.9)
For a few months	2.9	4.9	2.4	5.3
	(1.5)	(2.5)	(1.6)	(2.9)
For about a year	2.6	7.3	1.8	9.7
	(1.4)	(3.0)	(1.4)	(3.8)
For several years or more	23.6	49.4	16.8	49.2
	(3.8)	(5.7)	(3.8)	(6.5)
Number of respondents	372	283	283	239
Percentage received following hours of help with physical needs in the past year:				
None	83.2	66.2	89.6	64.7
	(3.4)	(5.5)	(3.2)	(6.4)
Fewer than 40 hours	4.7	4.5	1.9	8.3
	(1.9)	(2.4)	(1.5)	(3.7)
40 to 100 hours	4.8	9.9	2.4	13.1
	(2.0)	(3.5)	(1.6)	(4.5)
101 to 240 hours	4.3	9.8	3.4	7.1
	(1.9)	(3.5)	(1.9)	(3.4)
241 to 480 hours	1.4	3.9	1.2	4.2
	(1.1)	(2.3)	(1.2)	(2.7)
More than 480 hours	1.5	5.8	1.4	2.6
	(1.1)	(2.7)	(1.3)	(2.1)
Number of respondents	360	260	269	222

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 34C: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received help with physical needs:									
Never	60.1	66.1	49.5	73.7	48.9	65.2	61.1	64.2	44.9
	(6.7)	(6.0)	(5.3)	(4.6)	(4.6)	(8.3)	(5.7)	(5.9)	(5.6)
For just a few days	0.6	1.3	4.7	0.7	3.1	1.0	1.2	2.3	3.2
	(1.1)	(1.4)	(2.2)	(0.8)	(1.6)	(1.7)	(1.3)	(1.8)	(2.0)
For a few weeks	0.9	0.4	4.8	0.9	2.4	1.3	1.1	3.6	1.0
	(1.3)	(0.8)	(2.3)	(1.0)	(1.4)	(2.0)	(1.2)	(2.3)	(1.1)
For a few months	4.0	4.2	2.8	3.8	2.7	10.5	2.8	4.0	4.6
	(2.7)	(2.5)	(1.8)	(2.0)	(1.5)	(5.3)	(1.9)	(2.4)	(2.3)
For about a year	4.0	7.8	3.4	2.1	6.6	1.1	7.9	1.6	4.8
	(2.7)	(3.4)	(1.9)	(1.5)	(2.3)	(1.8)	(3.1)	(1.5)	(2.4)
For several years or more	30.3	20.2	34.7	18.8	36.3	20.9	25.7	24.3	41.5
	(6.3)	(5.1)	(5.0)	(4.1)	(4.5)	(7.1)	(5.1)	(5.2)	(5.5)
Number of respondents	160	194	282	204	432	67	226	237	247
Percentage received following hours of help with physical needs in the past year:									
None	81.5	88.6	71.6	90.3	74.1	83.7	86.9	85.2	62.6
	(5.6)	(4.2)	(4.9)	(3.3)	(4.2)	(6.8)	(4.1)	(4.6)	(5.6)
Fewer than 40 hours	1.9	2.2	8.3	2.0	5.3	2.5	2.4	1.4	9.5
	(2.0)	(1.9)	(3.0)	(1.6)	(2.1)	(2.9)	(1.9)	(1.5)	(3.4)
40 to 100 hours	6.9	2.5	7.0	1.4	8.7	6.4	5.1	3.9	10.6
	(3.7)	(2.0)	(2.8)	(1.3)	(2.7)	(4.5)	(2.7)	(2.5)	(3.5)
101 to 240 hours	5.7	2.2	6.1	4.2	6.4	0.0	2.3	5.0	9.9
	(3.4)	(1.9)	(2.6)	(2.3)	(2.3)	(0.0)	(1.8)	(2.8)	(3.5)
241 to 480 hours	1.9	1.8	2.7	0.5	2.9	2.0	1.1	2.1	3.5
	(2.0)	(1.8)	(1.8)	(0.8)	(1.6)	(2.6)	(1.3)	(1.8)	(2.1)
More than 480 hours	2.0	2.8	4.2	1.6	2.6	5.5	2.1	2.4	3.8
	(2.0)	(2.2)	(2.2)	(1.4)	(1.5)	(4.2)	(1.7)	(2.0)	(2.2)
Number of respondents	143	180	269	179	407	61	205	218	235

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 34A: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours of help with physical needs provided recipients in the past year	54.6	34.4	30.9	6.4	60.1	48.2	94.3	30.2	50.9	58.1	50.2	44.1
	(18.1)	(15.0)	(19.5)	(10.6)	(22.6)	(29.3)	(46.3)	(17.3)	(30.0)	(21.1)	(26.0)	(64.9)
Number of respondents	669	213	133	43	384	285	188	241	240	451	117	101
Percentage received help with physical needs in the past year from:**												
Secondary school	26.2	47.3	47.7	---	34.6	18.5	26.3	31.5	20.6	27.8	29.8	5.7
	(5.9)	(12.1)	(14.3)		(8.6)	(7.7)	(12.8)	(10.5)	(7.8)	(7.2)	(13.3)	(9.8)
Special school	44.4	5.3	12.5	---	52.2	37.3	61.2	30.3	43.6	49.9	35.1	10.4
	(6.6)	(5.4)	(9.4)		(9.0)	(9.6)	(14.2)	(10.4)	(9.5)	(8.1)	(13.9)	(12.9)
Postsecondary school	0.5	0.0	0.0	---	0.0	1.0	0.0	0.0	1.5	0.0	3.7	0.0
	(1.0)	(0.0)	(0.0)		(0.0)	(2.0)	(0.0)	(0.0)	(2.3)	(0.0)	(5.5)	(0.0)
Family member/friend	14.0	14.1	7.1	---	11.2	16.5	12.9	14.7	14.2	13.5	17.1	12.8
	(4.6)	(8.5)	(7.3)		(5.7)	(7.3)	(9.7)	(8.0)	(6.7)	(5.5)	(11.0)	(14.1)
Private therapist	3.8	5.6	7.7	---	1.9	5.5	4.2	3.3	3.9	3.6	5.4	2.8
	(2.5)	(5.6)	(7.6)		(2.5)	(4.5)	(5.8)	(4.0)	(3.7)	(3.0)	(6.6)	(7.0)
Vocational Rehabilitation	2.9	0.0	6.5	---	0.5	5.0	0.0	3.0	5.2	1.4	2.7	16.6
	(2.2)	(0.0)	(7.0)		(1.3)	(4.3)	(0.0)	(3.9)	(4.3)	(1.9)	(4.7)	(15.7)
Hospital/institution	1.4	4.6	0.0	---	1.8	1.1	0.0	0.8	3.1	0.0	2.1	11.2
	(1.5)	(5.0)	(0.0)		(2.3)	(2.0)	(0.0)	(2.1)	(3.3)	(0.0)	(4.1)	(12.2)
Other source	23.3	40.8	27.5	---	16.2	29.8	11.3	32.9	24.3	20.3	20.9	50.2
	(5.6)	(11.6)	(12.8)		(6.6)	(9.0)	(9.1)	(10.6)	(8.1)	(6.5)	(11.7)	(19.4)
Number of respondents	188	39	38	3	94	94	43	70	75	138	34	16

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.

** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 34B: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

	Type of School Attended		Severity of Visual Impairment	
Service Characteristics	Regular School	Special School	Partially Sighted	Blind
Average hours of help with physical needs provided recipients in the past year	28.1	123	26.9	66.0
	(11.8)	(51.0)	(16.3)	(39.7)
Number of respondents	360	260	269	222
Percentage received help with physical needs in the past year from:**				
Secondary school	47.6	4.6	25.3	26.0
	(10.1)	(3.9)	(12.3)	(8.3)
Special school	7.3	77.8	24.4	43.9
	(5.3)	(7.8)	(12.2)	(9.4)
Postsecondary school	0.0	1.0	2.9	0.0
	(0.0)	(1.9)	(4.7)	(0.0)
Family member/friend	12.8	14.2	28.1	9.8
	(6.8)	(6.5)	(12.7)	(5.7)
Private therapist	6.8	1.5	5.3	3.7
	(5.1)	(2.3)	(6.4)	(3.6)
Vocational Rehabilitation	3.3	2.4	10.8	1.7
	(3.6)	(2.9)	(8.8)	(2.4)
Hospital/institution	1.3	1.6	0.0	1.5
	(2.2)	(2.4)	(0.0)	(2.3)
Other source	36.9	13.2	21.3	29.9
	(9.7)	(6.3)	(11.6)	(8.6)
Number of respondents	75	106	39	110

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.

** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 34C: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of help with physical needs provided recipients in the past year	34.5	40.4	94.8	29.0	65.2	50.4	25.4	57.0	87.9
	(19.2)	(26.3)	(42.3)	(18.9)	(28.2)	(30.8)	(14.7)	(41.9)	(32.8)
Number of respondents	143	180	269	179	407	61	205	218	235
Percentage received help with physical needs in the past year from:**									
Secondary school	16.3	40.7	35.2	42.7	20.2	---	24.7	36.5	22.0
	(11.0)	(14.4)	(8.7)	(14.0)	(6.6)		(12.6)	(12.2)	(7.6)
Special school	50.2	42.4	41.3	33.6	47.1	---	46.1	44.0	42.9
	(14.9)	(14.5)	(9.0)	(13.3)	(8.3)		(14.5)	(12.6)	(9.1)
Postsecondary school	1.9	0.0	0.0	4.3	0.0	---	2.1	0.0	0.0
	(4.1)	(0.0)	(0.0)	(5.7)	(0.0)		(4.1)	(0.0)	(0.0)
Family member/friend	18.7	30.8	9.4	33.0	10.6	---	18.7	18.3	10.0
	(11.6)	(13.5)	(5.3)	(13.3)	(5.1)		(11.4)	(9.8)	(5.5)
Private therapist	1.9	2.0	7.5	4.3	4.2	---	2.1	3.9	4.7
	(4.1)	(4.1)	(4.8)	(5.7)	(3.3)		(4.1)	(4.9)	(3.9)
Vocational Rehabilitation	3.8	2.2	2.9	2.8	3.2	---	4.1	0.0	3.6
	(5.7)	(4.3)	(3.1)	(4.6)	(2.9)		(5.8)	(0.0)	(3.4)
Hospital/institution	0.0	0.0	0.0	4.4	1.1	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(5.7)	(1.7)		(0.0)	(0.0)	(0.0)
Other source	24.0	14.0	17.4	10.0	26.1	---	20.6	19.6	27.0
	(12.7)	(10.1)	(6.9)	(8.3)	(7.2)		(11.8)	(10.1)	(8.2)
Number of respondents	34	38	95	28	138	14	36	57	91

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.

** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 35A: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

Service Characteristics	Total	Community: Urban	Community: Suburban	Community: Rural	Gender: Male	Gender: Female	Age in 1987: 15-16	Age in 1987: 17-18	Age in 1987: 19 or older	School Status: In-School	School Status: Out 1 year or less	School Status: Out 1 - 2 Years
Percentage received transportation help in the past year from:*												
Secondary school	38.5	52.8	70.5	---	43.4	31.8	42.9	43.0	28.0	43.5	26.4	15.6
	(5.8)	(9.2)	(14.2)		(7.5)	(8.7)	(11.9)	(9.8)	(8.1)	(7.1)	(12.5)	(12.3)
Special school	31.6	12.6	9.8	---	34.4	27.8	45.7	25.2	26.2	36.1	18.8	13.3
	(5.5)	(6.1)	(9.2)		(7.2)	(8.4)	(12.0)	(8.6)	(7.9)	(6.8)	(11.1)	(11.5)
Vocational Rehabilitation	3.0	0.9	14.8	---	0.9	6.0	1.0	4.1	3.7	2.2	4.8	6.9
	(2.0)	(1.8)	(11.0)		(1.4)	(4.4)	(2.3)	(3.9)	(3.4)	(2.1)	(6.0)	(8.6)
Hospital/institution	2.1	4.8	0.0	---	2.8	1.2	0.0	1.6	5.0	2.0	1.6	3.4
	(1.7)	(3.9)	(0.0)		(2.5)	(2.0)	(0.0)	(2.5)	(3.9)	(2.0)	(3.6)	(5.8)
Other source	32.0	37.2	12.4	---	25.6	40.8	12.7	32.6	50.1	23.6	53.0	65.5
	(5.5)	(8.8)	(10.3)		(6.5)	(9.2)	(8.0)	(9.3)	(8.9)	(6.1)	(13.9)	(15.2)
Number of respondents	239	68	32	2	134	105	63	91	85	178	36	25
Percentage with transportation help including:												
Rides on special vehicles	21.6	21.3	11.3	6.7	23.5	19.2	26.3	21.6	17.7	26.4	9.8	12.8
	(2.8)	(4.1)	(4.8)	(6.0)	(3.6)	(4.3)	(5.9)	(4.8)	(3.9)	(3.8)	(4.5)	(5.4)
Help getting into vehicles	3.1	3.0	5.0	0.0	3.2	3.0	4.2	2.2	3.3	3.4	3.3	1.8
	(1.2)	(1.7)	(3.3)	(0.0)	(1.5)	(1.9)	(2.7)	(1.7)	(1.8)	(1.5)	(2.7)	(2.1)
Help walking to school/work	0.5	0.0	0.9	0.0	0.7	0.2	0.0	0.9	0.4	0.4	0.5	1.0
	(0.5)	(0.0)	(1.4)	(0.0)	(0.7)	(0.4)	(0.0)	(1.1)	(0.7)	(0.5)	(1.0)	(1.6)
Owning adapted vehicle	0.6	1.3	0.6	0.0	0.5	0.6	0.0	0.8	0.7	0.5	0.0	1.6
	(0.5)	(1.1)	(1.2)	(0.0)	(0.6)	(0.9)	(0.0)	(1.1)	(0.8)	(0.6)	(0.0)	(2.0)
Aide to push wheelchair	0.6	0.7	1.1	0.0	0.3	0.9	0.2	0.3	1.2	0.4	0.0	2.2
	(0.5)	(0.8)	(1.6)	(0.0)	(0.5)	(1.0)	(0.7)	(0.6)	(1.1)	(0.5)	(0.0)	(2.3)
Rides to places could not otherwise go	6.5	4.9	5.1	0.0	5.7	7.5	6.9	4.2	8.8	6.5	6.1	6.7
	(1.7)	(2.2)	(3.3)	(0.0)	(2.0)	(2.9)	(3.4)	(2.3)	(2.9)	(2.1)	(3.6)	(4.0)
Other	8.1	9.4	4.2	4.7	8.4	7.8	9.7	10.1	4.8	8.4	8.7	6.5
	(1.9)	(2.9)	(3.1)	(5.1)	(2.4)	(2.9)	(3.9)	(3.5)	(2.2)	(2.4)	(4.3)	(3.9)
Number of respondents	734	228	134	44	422	312	204	262	268	498	125	111

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* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 35B: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
Service Characteristics	Regular School	Special School	Partially Sighted	Blind
Percentage received transportation help in the past year from:*				
Secondary school	54.6	25.3	50.6	28.8
	(9.3)	(7.3)	(10.2)	(9.3)
Special school	10.1	49.2	22.3	31.9
	(5.6)	(8.4)	(8.5)	(9.5)
Vocational Rehabilitation	5.7	1.6	8.4	1.0
	(4.3)	(2.1)	(5.7)	(2.1)
Hospital/institution	2.3	1.6	1.6	0.5
	(2.8)	(2.1)	(2.5)	(1.4)
Other source	34.1	30.6	22.3	41.8
	(8.8)	(7.7)	(8.5)	(9.9)
Number of respondents	89	132	75	95
Percentage with transportation help including:				
Rides on special vehicles	11.8	43.1	13.9	29.9
	(2.9)	(5.6)	(3.6)	(5.8)
Help getting into vehicles	2.3	3.9	2.6	2.8
	(1.4)	(2.2)	(1.7)	(2.1)
Help walking to school/work	0.3	1.0	0.3	0.8
	(0.5)	(1.1)	(0.5)	(1.2)
Owning adapted vehicle	0.8	0.2	0.1	0.8
	(0.8)	(0.5)	(0.4)	(1.2)
Aide to push wheelchair	0.4	1.2	0.0	0.5
	(0.6)	(1.2)	(0.0)	(0.9)
Rides to places could not otherwise go	4.1	11.4	3.1	7.5
	(1.8)	(3.6)	(1.8)	(3.4)
Other	6.1	10.9	6.8	9.0
	(2.2)	(3.5)	(2.6)	(3.7)
Number of respondents	374	289	285	244

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* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 35C: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH VISUAL IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received transportation help in the past year from:*									
Secondary school	41.4	34.0	46.3	40.3	34.0	63.6	46.1	32.5	37.5
	(11.6)	(11.1)	(9.1)	(9.4)	(7.6)	(13.6)	(10.4)	(9.7)	(9.7)
Special school	32.8	31.4	22.1	33.1	32.8	29.0	34.6	26.9	32.2
	(11.1)	(10.9)	(7.6)	(9.0)	(7.6)	(12.9)	(9.9)	(9.2)	(9.3)
Vocational Rehabilitation	1.1	7.3	2.5	3.1	3.3	0.0	1.0	6.3	2.2
	(2.5)	(6.1)	(2.9)	(3.3)	(2.9)	(0.0)	(2.1)	(5.0)	(2.9)
Hospital/institution	4.8	0.0	0.0	9.1	0.3	0.0	2.7	1.9	0.0
	(5.1)	(0.0)	(0.0)	(5.4)	(0.9)	(0.0)	(3.4)	(2.8)	(0.0)
Other source	28.9	31.5	34.1	28.9	34.0	20.4	22.1	38.6	34.8
	(10.7)	(10.9)	(8.6)	(8.6)	(7.5)	(11.4)	(8.7)	(10.1)	(9.5)
Number of respondents	54	59	95	61	146	25	70	85	77
Percentage with transportation help including:									
Rides on special vehicles	23.5	20.0	17.9	16.6	23.5	25.7	20.5	18.8	24.9
	(5.8)	(5.2)	(4.0)	(3.9)	(3.9)	(7.4)	(4.6)	(4.8)	(4.8)
Help getting into vehicles	1.1	1.9	4.0	1.1	3.8	4.3	2.2	5.3	2.0
	(1.4)	(1.8)	(2.1)	(1.1)	(1.8)	(3.4)	(1.7)	(2.8)	(1.6)
Help walking to school/work	0.4	0.3	0.7	0.0	0.6	1.3	0.0	0.8	0.4
	(0.8)	(0.7)	(0.9)	(0.0)	(0.7)	(1.9)	(0.0)	(1.1)	(0.7)
Owning adapted vehicle	0.0	1.4	0.2	0.0	0.7	1.3	0.3	0.0	1.5
	(0.0)	(1.5)	(0.4)	(0.0)	(0.8)	(1.9)	(0.6)	(0.0)	(1.3)
Aide to push wheelchair	0.0	0.6	0.2	0.5	0.6	1.3	0.0	0.2	0.9
	(0.0)	(1.0)	(0.5)	(0.7)	(0.7)	(1.9)	(0.0)	(0.6)	(1.1)
Rides to places could not otherwise go	4.1	3.7	6.0	4.7	6.5	9.7	4.1	5.1	10.7
	(2.7)	(2.4)	(2.5)	(2.2)	(2.3)	(5.0)	(2.3)	(2.7)	(3.4)
Other	13.3	4.4	8.2	6.9	8.8	7.8	11.6	7.2	5.2
	(4.6)	(2.6)	(2.9)	(2.6)	(2.6)	(4.6)	(3.7)	(3.2)	(2.5)
Number of respondents	163	195	285	206	437	70	231	240	248

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* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Secondary School Achievement	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage receiving grades with secondary school grade point average (GPA) of:*												
3.25 or higher	17.3	7.0	28.2	10.5	16.4	18.2	20.8	13.5	19.2	17.9	14.1	20.2
	(3.2)	(3.4)	(8.4)	(8.6)	(3.9)	(5.3)	(6.6)	(4.8)	(5.1)	(4.1)	(6.2)	(7.3)
2.75 to 3.24	19.3	21.8	16.3	11.2	14.2	25.8	14.0	22.6	20.3	18.1	25.3	17.4
	(3.4)	(5.4)	(6.9)	(8.8)	(3.7)	(6.1)	(5.6)	(5.9)	(5.2)	(4.2)	(7.8)	(6.9)
2.25 to 2.74	27.0	24.7	27.4	26.8	20.1	35.6	26.0	25.1	31.1	26.6	26.3	31.0
	(3.8)	(5.7)	(8.4)	(12.4)	(4.2)	(6.6)	(7.1)	(6.1)	(6.0)	(4.8)	(7.9)	(8.4)
1.75 to 2.24	24.1	25.9	18.9	43.8	33.8	12.2	22.0	28.7	19.3	24.8	25.4	17.2
	(3.6)	(5.8)	(7.3)	(13.9)	(5.0)	(4.5)	(6.7)	(6.4)	(5.1)	(4.7)	(7.8)	(6.8)
1.25 to 1.74	7.2	10.1	8.7	5.1	8.2	6.0	9.0	5.9	7.1	7.3	3.9	10.5
	(2.2)	(4.0)	(5.3)	(6.1)	(2.9)	(3.3)	(4.6)	(3.3)	(3.3)	(2.8)	(3.5)	(5.5)
Less than 1.25	5.1	10.5	0.5	2.7	7.4	2.3	8.2	4.3	3.0	5.3	5.0	3.7
	(1.9)	(4.0)	(1.4)	(4.5)	(2.8)	(2.1)	(4.4)	(2.9)	(2.2)	(2.4)	(3.9)	(3.4)
Number of respondents	501	146	102	33	284	216	148	196	157	334	98	65
Average GPA for students receiving grades:*												
As a whole	2.5	2.2	2.7	2.4	2.4	2.6	2.5	2.5	2.6	2.5	2.5	2.5
	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)
In grades 7 or 8	2.4	---	---	---	2.4	2.4	2.5	---	---	2.5	---	---
	(0.2)				(0.3)	(0.2)	(0.3)			(0.2)		
In grades 9 or 10	2.4	2.2	2.6	---	2.3	2.6	2.5	2.3	---	2.4	---	---
	(0.1)	(0.2)	(0.2)		(0.1)	(0.2)	(0.2)	(0.1)		(0.1)		
In grades 11 or 12	2.6	2.4	2.7	---	2.5	2.7	---	2.6	2.6	2.6	2.6	2.6
	(0.1)	(0.1)	(0.2)		(0.1)	(0.1)		(0.1)	(0.1)	(0.1)	(0.1)	(0.2)
Number of respondents	500	145	102	33	283	216	148	195	157	333	98	65
Percentage receiving grades who received 1 or more failing grades in most recent school year:*												
As a whole	17.1	20.4	15.7	29.4	21.3	11.6	20.7	19.7	9.7	18.6	13.4	13.9
	(3.0)	(5.1)	(6.3)	(12.8)	(4.2)	(4.2)	(6.3)	(5.4)	(3.7)	(3.9)	(5.9)	(6.8)
In grades 7 or 8	20.2	---	---	---	28.4	7.0	19.4	---	---	18.8	---	---
	(9.9)				(14.4)	(9.8)	(11.3)			(10.6)		
In grades 9 or 10	24.6	29.9	22.7	---	30.9	16.2	24.8	25.1	---	23.2	---	---
	(5.8)	(8.8)	(11.2)		(7.9)	(8.0)	(8.5)	(8.8)		(6.2)		
In grades 11 or 12	14.7	11.0	13.6	---	18.2	11.3	---	18.1	12.1	18.8	9.7	15.7
	(4.6)	(6.1)	(9.1)		(6.5)	(6.5)		(8.3)	(4.8)	(8.6)	(5.8)	(8.5)
Number of respondents	562	154	114	33	324	237	163	218	181	380	102	76

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* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
Secondary School Achievement	Regular School	Special School	Partially Sighted	Blind
Percentage receiving grades with secondary school grade point average (GPA) of:*				
3.25 or higher	15.5	21.6	15.3	21.8
	(3.9)	(5.1)	(3.8)	(6.4)
2.75 to 3.24	17.8	23.2	20.2	23.2
	(4.1)	(5.2)	(4.2)	(6.5)
2.25 to 2.74	26.1	29.3	24.4	28.9
	(4.8)	(5.6)	(4.5)	(7.0)
1.75 to 2.24	26.9	17.1	25.0	18.4
	(4.8)	(4.7)	(4.5)	(6.0)
1.25 to 1.74	8.6	3.7	9.6	3.0
	(3.0)	(2.3)	(3.1)	(2.7)
Less than 1.25	5.1	5.0	5.4	4.7
	(2.4)	(2.7)	(2.4)	(3.3)
Number of respondents	280	221	290	177
Average GPA for students receiving grades:*				
As a whole	2.4	2.7	2.4	2.6
	(0.1)	(0.1)	(0.1)	(0.1)
In grades 7 or 8	2.6	2.1	2.6	2.3
	(0.3)	(0.3)	(0.3)	(0.3)
In grades 9 or 10	2.3	2.6	2.3	2.6
	(0.1)	(0.1)	(0.1)	(0.2)
In grades 11 or 12	2.5	3.0	2.5	2.8
	(0.1)	(0.1)	(0.1)	(0.2)
Number of respondents	279	221	290	177
Percentage receiving grades who received 1 or more failing grades in most recent school year:*				
As a whole	18.9	13.5	21.4	14.0
	(4.1)	(4.2)	(4.2)	(5.1)
In grades 7 or 8	11.1	45.5	25.3	22.0
	(10.0)	(18.9)	(13.8)	(18.2)
In grades 9 or 10	25.5	22.2	22.4	27.2
	(7.0)	(9.7)	(6.9)	(11.1)
In grades 11 or 12	17.2	6.7	21.2	4.0
	(6.1)	(5.3)	(6.3)	(4.8)
Number of respondents	298	264	304	196

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* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36C: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH VISUAL IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Secondary School Achievement	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage receiving grades with secondary school grade point average (GPA) of:*									
3.25 or higher	19.7	10.0	21.2	9.9	20.1	11.4	10.1	18.7	19.8
	(7.6)	(5.1)	(5.6)	(4.6)	(4.8)	(6.9)	(4.4)	(7.0)	(5.9)
2.75 to 3.24	17.7	19.4	26.6	14.3	20.6	29.5	18.4	22.4	21.1
	(7.3)	(6.7)	(6.1)	(5.4)	(4.8)	(9.9)	(5.6)	(7.4)	(6.0)
2.25 to 2.74	20.8	34.9	25.0	25.6	27.3	27.1	21.4	28.0	33.6
	(7.7)	(8.0)	(5.9)	(6.8)	(5.3)	(9.7)	(5.9)	(8.0)	(6.9)
1.75 to 2.24	26.8	22.0	16.8	26.0	24.4	12.6	30.2	23.3	15.6
	(8.4)	(7.0)	(5.1)	(6.8)	(5.1)	(7.2)	(6.6)	(7.5)	(5.3)
1.25 to 1.74	8.7	7.6	8.0	13.8	4.6	12.7	10.5	5.7	6.0
	(5.4)	(4.5)	(3.7)	(5.3)	(2.5)	(7.2)	(4.4)	(4.1)	(3.5)
Less than 1.25	6.4	6.2	2.4	10.5	2.9	6.8	9.4	1.8	3.8
	(4.6)	(4.1)	(2.1)	(4.8)	(2.0)	(5.5)	(4.2)	(2.4)	(2.8)
Number of respondents	93	113	170	105	274	36	135	134	145
Average GPA for students receiving grades:*									
As a whole	2.5	2.4	2.6	2.2	2.6	2.5	2.3	2.6	2.6
	(0.2)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)
In grades 7 or 8	---	---	2.5	---	2.6	---	1.8	---	2.4
			(0.3)		(0.4)		(0.3)		(0.3)
In grades 9 or 10	2.3	2.2	2.6	2.0	2.5	2.4	2.2	2.3	2.6
	(0.3)	(0.2)	(0.1)	(0.2)	(0.1)	(0.3)	(0.2)	(0.2)	(0.2)
In grades 11 or 12	2.7	2.6	2.7	2.4	2.7	2.5	2.6	2.8	2.7
	(0.2)	(0.2)	(0.1)	(0.2)	(0.1)	(0.2)	(0.2)	(0.1)	(0.2)
Number of respondents	93	112	170	105	274	35	134	134	145
Percentage receiving grades who received 1 or more failing grades in most recent school year:*									
As a whole	18.0	19.2	15.2	32.7	12.7	11.7	16.0	20.4	12.9
	(7.0)	(6.3)	(4.9)	(6.7)	(3.8)	(6.9)	(5.3)	(6.8)	(4.9)
In grades 7 or 8	---	---	22.1	---	23.9	---	43.6	---	18.7
			(18.9)		(15.7)		(21.4)		(17.7)
In grades 9 or 10	21.7	33.2	18.5	37.3	20.0	13.2	20.0	32.9	15.3
	(13.1)	(12.3)	(8.2)	(11.1)	(7.9)	(10.4)	(10.0)	(12.5)	(8.5)
In grades 11 or 12	18.2	6.1	14.7	37.6	7.9	12.3	8.3	14.6	14.9
	(11.5)	(6.2)	(7.6)	(11.7)	(4.8)	(11.1)	(6.4)	(9.4)	(8.3)
Number of respondents	104	127	181	118	303	37	151	148	156

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* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH VISUAL IMPAIRMENTS (Continued)

		Community			Gender		Age in 1987			School Status		
Secondary School Achievement	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students that had graded classes in regular education, percentage receiving a failing grade*	15.9	16.0	13.4	24.6	18.3	13.1	18.6	15.7	12.6	17.3	10.4	18.5
	(3.8)	(5.1)	(6.5)	(13.4)	(5.1)	(5.7)	(7.2)	(6.1)	(6.2)	(5.0)	(6.6)	(9.5)
Number of respondents	313	134	100	28	173	140	105	131	77	210	65	36
Of students that had graded classes in special education, percentage receiving a failing grade**	10.7	13.0	1.6	15.7	16.6	2.4	12.1	15.8	4.8	11.7	9.1	8.1
	(3.0)	(5.9)	(2.7)	(13.6)	(4.6)	(2.4)	(6.4)	(6.2)	(3.1)	(3.9)	(6.5)	(6.6)
Number of respondents	378	89	54	17	224	153	103	136	139	261	65	49
Percentage absent from school:												
Fewer than 5 days	45.6	30.7	52.8	57.5	50.8	38.1	42.5	49.7	43.0	48.4	37.0	42.8
	(4.0)	(6.2)	(8.5)	(14.4)	(5.2)	(6.1)	(8.1)	(6.4)	(5.8)	(5.0)	(7.8)	(9.9)
6 to 10 days	20.7	24.3	18.4	3.9	18.9	23.4	25.4	16.0	22.4	20.0	14.6	34.4
	(3.2)	(5.8)	(6.6)	(5.6)	(4.1)	(5.3)	(7.1)	(4.7)	(4.9)	(4.0)	(5.7)	(9.5)
11 to 20 days	19.2	26.7	16.5	16.0	18.7	19.5	18.4	23.3	14.3	18.5	28.7	8.3
	(3.1)	(5.9)	(6.3)	(10.7)	(4.0)	(5.0)	(6.4)	(5.4)	(4.1)	(3.9)	(7.4)	(5.5)
21 to 30 days	8.2	7.5	6.8	20.4	6.9	10.4	9.4	5.4	11.0	7.3	12.4	6.9
	(2.2)	(3.5)	(4.3)	(11.8)	(2.6)	(3.8)	(4.8)	(2.9)	(3.7)	(2.6)	(5.3)	(5.1)
More than 30 days	6.2	10.8	5.5	2.3	4.6	8.6	4.3	5.5	9.2	5.7	7.4	7.6
	(1.9)	(4.2)	(3.9)	(4.3)	(2.2)	(3.5)	(3.3)	(2.9)	(3.4)	(2.3)	(4.2)	(5.3)
Number of respondents	560	140	99	30	325	232	151	226	183	380	107	69

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* See Appendix for percentage of students that had graded classes in regular education.

** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH VISUAL IMPAIRMENTS (Continued)

Secondary School Achievement	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Of students that had graded classes in regular education, percentage receiving a failing grade*	16.6 (4.1)	4.6 (4.2)	21.9 (5.1)	3.8 (4.0)
Number of respondents	271	42	200	93
Of students that had graded classes in special education, percentage receiving a failing grade**	7.2 (3.7)	14.9 (4.6)	8.4 (3.4)	16.4 (6.1)
Number of respondents	149	229	179	146
Percentage absent from school:				
Fewer than 5 days	44.4 (5.4)	47.6 (5.7)	50.3 (5.3)	41.6 (6.5)
6 to 10 days	17.7 (4.1)	25.4 (5.0)	16.3 (3.9)	24.5 (5.7)
11 to 20 days	21.4 (4.4)	15.8 (4.2)	19.6 (4.2)	21.9 (5.5)
21 to 30 days	10.4 (3.3)	4.8 (2.4)	7.5 (2.8)	4.8 (2.8)
More than 30 days	6.2 (2.6)	6.3 (2.8)	6.2 (2.6)	7.3 (3.4)
Number of respondents	263	297	297	202

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* See Appendix for percentage of students that had graded classes in regular education.

** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36C: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH VISUAL IMPAIRMENTS (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Secondary School Achievement	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students that had graded classes in regular education, percentage receiving a failing grade*	20.9	11.9	16.0	38.5	10.6	8.3	16.6	18.0	12.7
	(10.4)	(6.6)	(5.8)	(9.5)	(4.6)	(6.2)	(6.7)	(8.7)	(5.3)
Number of respondents	51	69	124	68	160	34	84	80	102
Of students that had graded classes in special education, percentage receiving a failing grade**	10.0	18.1	2.5	12.6	8.8	9.7	10.4	13.8	5.7
	(5.8)	(7.8)	(2.8)	(5.3)	(3.9)	(7.8)	(5.2)	(6.6)	(4.6)
Number of respondents	79	89	105	75	208	24	110	105	86
Percentage absent from school:									
Fewer than 5 days	43.7	50.5	44.6	40.3	49.2	29.9	43.4	49.5	41.7
	(8.5)	(7.6)	(6.9)	(7.1)	(5.5)	(10.3)	(7.2)	(7.4)	(7.4)
6 to 10 days	22.9	17.3	22.2	22.3	21.3	22.0	23.6	13.1	29.6
	(7.2)	(5.8)	(5.8)	(6.0)	(4.5)	(9.3)	(6.2)	(5.0)	(6.8)
11 to 20 days	19.2	20.7	19.0	21.8	16.4	24.0	16.6	23.9	15.2
	(6.7)	(6.2)	(5.5)	(6.0)	(4.1)	(9.6)	(5.4)	(6.3)	(5.4)
21 to 30 days	6.6	6.4	6.9	6.2	7.2	16.7	8.0	7.2	7.3
	(4.2)	(3.7)	(3.5)	(3.5)	(2.9)	(8.3)	(4.0)	(3.8)	(3.9)
More than 30 days	7.6	5.1	7.3	9.4	5.9	7.5	8.4	6.4	6.2
	(4.5)	(3.3)	(3.6)	(4.2)	(2.6)	(5.9)	(4.0)	(3.6)	(3.6)
Number of respondents	104	130	179	118	305	34	152	152	150

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* See Appendix for percentage of students that had graded classes in regular education.

** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Secondary School Achievement	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average days absent:												
As a whole	10.3	13.4	9.0	10.2	9.4	11.6	10.1	9.4	11.6	9.7	12.1	10.6
	(0.9)	(1.9)	(1.8)	(2.8)	(1.2)	(1.4)	(1.8)	(1.4)	(1.5)	(1.1)	(1.8)	(2.4)
In grades 7 or 8	13.9	---	---	---	10.3	20.7	12.9	---	---	13.2	---	---
	(3.3)				(4.1)	(4.9)	(3.9)			(3.5)		
In grades 9 or 10	9.4	13.2	6.7	---	9.3	9.5	8.7	9.9	---	8.9	---	---
	(1.5)	(2.6)	(2.2)		(2.0)	(2.2)	(2.1)	(2.2)		(1.6)		
In grades 11 or 12	10.0	12.8	8.2	---	8.4	11.9	---	8.4	11.3	8.6	11.6	10.0
	(1.4)	(3.0)	(2.1)		(1.8)	(2.2)		(1.9)	(1.7)	(2.1)	(2.2)	(2.7)
Ungraded	9.9	---	---	---	10.5	8.4	---	7.7	12.0	10.1	---	---
	(2.4)				(3.2)	(2.9)		(3.9)	(3.2)	(3.1)		
Number of respondents	559	139	99	30	324	232	151	225	183	379	107	69
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	21.9	23.1	27.3	6.6	23.0	20.3	20.3	14.8	34.6	20.9	24.6	21.0
	(3.9)	(6.4)	(8.8)	(8.3)	(5.1)	(6.0)	(7.9)	(5.2)	(6.9)	(4.9)	(7.9)	(9.3)
Number of respondents	366	115	70	22	217	147	95	158	113	244	77	44
Percentage taking minimum competency tests that:												
Failed	7.2	3.6	3.6	0.0	9.2	3.5	14.9	3.0	7.4	9.5	2.2	1.4
	(2.9)	(3.5)	(4.2)	(0.0)	(4.2)	(3.3)	(7.9)	(2.9)	(4.8)	(4.2)	(3.1)	(3.3)
Passed in part	20.8	31.7	21.4	16.8	23.0	17.8	21.1	24.8	11.9	23.5	17.8	8.0
	(4.5)	(8.7)	(9.2)	(13.2)	(6.1)	(6.8)	(9.1)	(7.3)	(5.9)	(6.1)	(8.1)	(7.4)
Passed fully	72.1	64.8	75.0	83.2	67.8	78.8	64.1	72.2	80.7	67.0	80.0	90.5
	(5.0)	(8.9)	(9.7)	(13.2)	(6.7)	(7.3)	(10.7)	(7.6)	(7.2)	(6.7)	(8.5)	(8.0)
Number of respondents	268	81	55	20	158	108	76	121	71	179	58	31

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* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

Secondary School Achievement	Type of School Attended: Regular School	Type of School Attended: Special School	Severity of Visual Impairment: Partially Sighted	Severity of Visual Impairment: Blind
Average days absent:				
As a whole	10.9	9.3	9.7	10.6
	(1.2)	(1.4)	(1.2)	(1.5)
In grades 7 or 8	14.9	11.2	9.5	17.1
	(4.2)	(5.2)	(3.6)	(6.6)
In grades 9 or 10	9.4	9.5	8.5	10.2
	(1.8)	(2.4)	(1.8)	(2.2)
In grades 11 or 12	10.7	8.7	10.7	8.2
	(1.8)	(2.2)	(1.8)	(2.0)
Ungraded	---	9.3	9.0	11.1
		(2.8)	(5.1)	(3.8)
Number of respondents	262	297	297	202
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	18.4	30.8	18.6	15.9
	(4.6)	(6.6)	(4.6)	(6.1)
Number of respondents	207	159	210	129
Percentage taking minimum competency tests that:				
Failed	2.5	21.3	5.0	11.8
	(2.1)	(7.1)	(3.0)	(6.4)
Passed in part	23.2	13.5	16.6	28.1
	(5.8)	(5.9)	(5.1)	(9.0)
Passed fully	74.3	65.2	78.5	60.1
	(6.0)	(8.3)	(5.6)	(9.7)
Number of respondents	161	107	161	97

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* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36C: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Secondary School Achievement	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average days absent:									
As a whole	10.8 (2.1)	9.0 (1.6)	10.4 (1.6)	12.6 (2.1)	9.2 (1.1)	12.7 (2.7)	10.8 (1.8)	9.9 (1.6)	10.2 (1.8)
In grades 7 or 8	---	---	20.7 (7.4)	---	12.3 (4.9)	---	7.5 (3.8)	---	19.0 (6.6)
In grades 9 or 10	10.9 (3.3)	8.8 (2.7)	9.4 (2.5)	14.6 (3.5)	7.7 (1.7)	11.7 (4.1)	11.0 (2.7)	9.2 (2.8)	8.6 (2.6)
In grades 11 or 12	11.5 (3.7)	8.2 (2.1)	8.9 (1.8)	10.3 (3.2)	9.5 (1.7)	---	11.5 (2.9)	8.0 (1.9)	10.9 (3.0)
Ungraded	9.7 (5.3)	10.5 (5.9)	10.1 (4.5)	14.7 (6.1)	9.2 (2.8)	---	11.2 (5.5)	14.3 (4.8)	6.0 (2.1)
Number of respondents	104	129	179	118	305	33	151	152	150
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	15.9 (8.3)	28.6 (8.2)	19.3 (6.4)	27.0 (7.8)	21.2 (5.5)	16.3 (9.3)	29.2 (8.3)	14.4 (6.6)	19.6 (6.7)
Number of respondents	62	83	129	85	192	27	99	90	109
Percentage taking minimum competency tests that:									
Failed	16.8 (10.0)	4.5 (4.3)	2.6 (2.8)	9.9 (6.6)	6.1 (3.7)	8.7 (7.9)	15.3 (8.2)	3.6 (4.0)	3.2 (3.3)
Passed in part	20.9 (10.9)	23.9 (8.8)	22.4 (7.3)	10.6 (6.8)	24.1 (6.6)	27.0 (12.4)	19.5 (9.0)	25.3 (9.3)	19.7 (7.4)
Passed fully	62.3 (13.0)	71.6 (9.3)	75.0 (7.5)	79.5 (9.0)	69.8 (7.1)	64.3 (13.4)	65.1 (10.8)	71.1 (9.7)	77.2 (7.8)
Number of respondents	47	59	105	58	147	22	69	71	86

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* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 37A: SECONDARY SCHOOL COMPLETION OF YOUTH WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
School Completion	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage out-of-school youth who:*												
Graduated	69.5	72.2	86.6	---	67.5	72.2	---	62.9	72.8	---	76.1	62.3
	(4.7)	(7.3)	(8.0)		(5.9)	(7.5)		(11.8)	(5.1)		(6.0)	(7.3)
Dropped out	15.2	20.2	6.8	---	16.7	13.4	---	30.7	10.0	---	14.9	15.5
	(3.7)	(6.6)	(5.9)		(4.7)	(5.7)		(11.3)	(3.4)		(5.0)	(5.4)
Were suspended expelled	1.6	0.0	0.0	---	2.5	0.6	---	6.5	0.0	---	0.9	2.5
	(1.3)	(0.0)	(0.0)		(2.0)	(1.3)		(6.0)	(0.0)		(1.3)	(2.3)
Reached age limit	13.7	7.6	6.6	---	13.3	13.8	---	0.0	17.2	---	8.1	19.8
	(3.5)	(4.3)	(5.8)		(4.2)	(5.8)		(0.0)	(4.3)		(3.8)	(6.0)
Number of respondents	279	77	40	10	161	117	8	50	221	0	148	131
Percentage of graduates receiving a regular diploma	81.1	97.9	94.6	---	79.9	83.0	---	100	76.8	---	83.3	77.2
	(5.7)	(3.3)	(7.8)		(7.2)	(9.1)		(0.0)	(6.2)		(6.8)	(8.6)
Number of respondents	159	45	26	7	96	63	3	27	129	0	88	68
Percentage of dropouts whose parents reported they left school because:												
Not doing well in school	---	---	---	---	---	---	---	---	---	---	---	---
Didn't like school/bored	---	---	---	---	---	---	---	---	---	---	---	---
Had behavior problems	---	---	---	---	---	---	---	---	---	---	---	---
Needed/found a job	---	---	---	---	---	---	---	---	---	---	---	---
Got married/had a child	---	---	---	---	---	---	---	---	---	---	---	---
Didn't get into program wanted	---	---	---	---	---	---	---	---	---	---	---	---
Illness or disability	---	---	---	---	---	---	---	---	---	---	---	---
Moved	---	---	---	---	---	---	---	---	---	---	---	---
Friends were dropping out	---	---	---	---	---	---	---	---	---	---	---	---
Other	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	14	3	2	1	7	7	1	7	6	0	8	6
Percentage of dropouts expected by parents to finish secondary school	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	13	2	1	1	8	5	1	6	6	0	7	6

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* See Appendix for percentage of youth who were out of secondary school.

Source: Parent interviews and students' school records.

Table 37B: SECONDARY SCHOOL COMPLETION OF YOUTH WITH VISUAL IMPAIRMENTS

School Completion	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Percentage out-of-school youth who:*				
Graduated	78.9	60.6	81.1	64.7
	(5.9)	(7.5)	(5.9)	(9.0)
Dropped out	18.3	11.2	15.5	12.7
	(5.6)	(4.8)	(5.4)	(6.3)
Were suspended expelled	0.0	2.4	0.5	1.4
	(0.0)	(2.3)	(1.0)	(2.2)
Reached age limit	2.8	25.9	3.0	21.2
	(2.4)	(6.7)	(2.6)	(7.7)
Number of respondents	125	119	112	101
Percentage of graduates receiving a regular diploma	94.4	55.4	91.8	74.5
	(4.5)	(10.9)	(5.3)	(10.9)
Number of respondents	81	78	83	64
Percentage of dropouts whose parents reported they left school because:				
Not doing well in school	---	---	---	---
Didn't like school/bored	---	---	---	---
Had behavior problems	---	---	---	---
Needed/found a job	---	---	---	---
Got married/had a child	---	---	---	---
Didn't get into program wanted	---	---	---	---
Illness or disability	---	---	---	---
Moved	---	---	---	---
Friends were dropping out	---	---	---	---
Other	---	---	---	---
Number of respondents	6	5	4	6
Percentage of dropouts expected by parents to finish secondary school	---	---	---	---
Number of respondents	4	5	3	5

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* See Appendix for percentage of youth who were out of secondary school.

Source: Parent interviews and students' school records.

Table 37C: SECONDARY SCHOOL COMPLETION OF YOUTH WITH VISUAL IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
School Completion	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage out-of-school youth who:*									
Graduated	68.2	73.8	85.6	69.2	74.9	81.5	70.7	83.0	68.3
	(9.2)	(10.2)	(6.2)	(7.7)	(6.4)	(12.4)	(8.8)	(7.8)	(8.5)
Dropped out	16.0	15.2	2.2	15.2	9.6	0.0	16.4	4.6	9.1
	(7.3)	(8.3)	(2.6)	(6.0)	(4.4)	(0.0)	(7.2)	(4.4)	(5.2)
Were suspended expelled	1.5	0.0	3.6	0.0	2.1	0.0	0.0	1.1	3.9
	(2.4)	(0.0)	(3.3)	(0.0)	(2.1)	(0.0)	(0.0)	(2.2)	(3.5)
Reached age limit	14.2	11.0	8.6	15.7	13.3	18.5	12.9	11.3	18.8
	(6.9)	(7.3)	(4.9)	(6.0)	(5.0)	(12.4)	(6.5)	(6.6)	(7.1)
Number of respondents	45	64	93	69	151	17	73	74	80
Percentage of graduates receiving a regular diploma	80.4	90.7	91.2	78.7	84.8	---	88.9	77.9	86.9
	(14.1)	(9.3)	(6.5)	(10.3)	(7.4)		(8.4)	(12.7)	(8.5)
Number of respondents	24	32	60	35	90	10	43	39	48
Percentage of dropouts whose parents reported they left school because:									
Not doing well in school	---	---	---	---	---	---	---	---	---
Didn't like school/bored	---	---	---	---	---	---	---	---	---
Had behavior problems	---	---	---	---	---	---	---	---	---
Needed/found a job	---	---	---	---	---	---	---	---	---
Got married/had a child	---	---	---	---	---	---	---	---	---
Didn't get into program wanted	---	---	---	---	---	---	---	---	---
Illness or disability	---	---	---	---	---	---	---	---	---
Moved	---	---	---	---	---	---	---	---	---
Friends were dropping out	---	---	---	---	---	---	---	---	---
Other	---	---	---	---	---	---	---	---	---
Number of respondents	5	6	2	3	9	0	6	3	4
Percentage of dropouts expected by parents to finish secondary school	---	---	---	---	---	---	---	---	---
Number of respondents	5	5	2	3	9	0	4	4	4

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* See Appendix for percentage of youth who were out of secondary school.

Source: Parent interviews and students' school records.

Table 38A: RESIDENTIAL INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS

Residential Independence Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage living:												
With parent(s)	86.9	90.3	92.9	94.5	87.7	85.8	94.7	91.5	75.4	93.6	80.4	64.4
	(2.2)	(2.9)	(3.9)	(5.5)	(2.7)	(3.7)	(2.8)	(3.2)	(4.3)	(2.0)	(5.9)	(7.4)
Alone	1.9	1.3	1.1	1.7	2.6	1.0	0.0	0.7	4.7	0.2	3.9	6.9
	(0.9)	(1.1)	(1.6)	(3.1)	(1.3)	(1.0)	(0.0)	(1.0)	(2.1)	(0.4)	(2.9)	(3.9)
With spouse/roommate	2.6	2.0	0.0	3.4	1.8	3.6	0.0	2.5	4.7	0.3	5.3	9.9
	(1.0)	(1.3)	(0.0)	(4.4)	(1.1)	(2.0)	(0.0)	(1.8)	(2.1)	(0.4)	(3.3)	(4.6)
With other family member	2.0	3.2	0.0	0.3	1.3	2.8	0.4	2.3	2.8	1.5	2.8	3.2
	(0.9)	(1.7)	(0.0)	(1.4)	(0.9)	(1.8)	(0.8)	(1.7)	(1.6)	(1.0)	(2.5)	(2.7)
In a residential/boarding school (not a college)	3.6	1.5	0.5	0.0	3.9	3.2	3.7	2.1	5.1	3.6	5.4	1.6
	(1.2)	(1.2)	(1.1)	(0.0)	(1.6)	(1.9)	(2.4)	(1.7)	(2.2)	(1.5)	(3.4)	(1.9)
In a college dormitory	1.6	0.9	3.5	0.0	1.3	2.0	0.0	0.2	4.4	0.0	0.9	9.3
	(0.8)	(0.9)	(2.8)	(0.0)	(0.9)	(1.5)	(0.0)	(0.5)	(2.0)	(0.0)	(1.4)	(4.5)
In a group home	0.9	0.0	1.5	0.0	1.0	0.8	0.5	0.5	1.6	0.7	0.9	1.6
	(0.6)	(0.0)	(1.8)	(0.0)	(0.8)	(0.9)	(0.9)	(0.8)	(1.3)	(0.7)	(1.4)	(2.0)
In a mental health facility or hospital/institution for the disabled	0.6	0.8	0.5	0.0	0.5	0.7	0.6	0.2	0.9	0.2	0.4	2.5
	(0.5)	(0.9)	(1.1)	(0.0)	(0.6)	(0.9)	(1.0)	(0.5)	(1.0)	(0.3)	(0.9)	(2.4)
In a correctional facility	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Other	0.1	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.3	0.0	0.0	0.7
	(0.2)	(0.0)	(0.0)	(0.0)	(0.0)	(0.5)	(0.0)	(0.0)	(0.6)	(0.0)	(0.0)	(1.3)
Number of respondents	754	237	138	44	435	319	208	270	276	505	130	118
Percentage of institutionalized youth who have been in institutions:												
Less than 6 months	20.4	---	---	---	---	---	---	---	---	---	---	---
	(14.0)											
6 to 12 months	40.0	---	---	---	---	---	---	---	---	---	---	---
	(17.0)											
13 to 36 months	25.0	---	---	---	---	---	---	---	---	---	---	---
	(15.0)											
> 36 months	14.5	---	---	---	---	---	---	---	---	---	---	---
	(12.2)											
Number of respondents	15	2	3	0	9	6	3	2	10	5	3	7
Percentage making alterations to home to accommodate disability	0.6	0.2	0.0	0.0	0.9	0.2	0.4	0.6	0.8	0.4	0.0	2.3
	(0.5)	(0.5)	(0.0)	(0.0)	(0.8)	(0.5)	(0.9)	(0.9)	(0.9)	(0.5)	(0.0)	(2.4)
Number of respondents	735	230	135	44	424	311	205	264	266	500	126	109

Source: Parent interviews.

Table 38B: RESIDENTIAL INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS

Residential Independence Characteristics	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Percentage living:				
With parent(s)	92.3	76.8	87.7	88.1
	(2.3)	(4.8)	(3.3)	(4.1)
Alone	1.5	3.4	2.3	1.9
	(1.1)	(2.1)	(1.5)	(1.7)
With spouse/roommate	1.8	3.9	3.3	2.3
	(1.2)	(2.2)	(1.8)	(1.9)
With other family member	1.2	2.5	2.5	1.5
	(1.0)	(1.8)	(1.6)	(1.6)
In a residential/boarding school (not a college)	0.7	9.3	2.3	2.7
	(0.7)	(3.3)	(1.5)	(2.1)
In a college dormitory	1.6	1.3	1.8	1.9
	(1.1)	(1.3)	(1.3)	(1.8)
In a group home	0.5	1.9	0.1	0.2
	(0.6)	(1.6)	(0.4)	(0.6)
In a mental health facility or hospital/institution for the disabled	0.4	0.9	0.0	1.0
	(0.5)	(1.1)	(0.0)	(1.3)
In a correctional facility	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)
Other	0.0	0.0	0.0	0.3
	(0.0)	(0.0)	(0.0)	(0.7)
Number of respondents	385	295	293	250
Percentage of institutionalized youth who have been in institutions:				
Less than 6 months	---	---	---	---
6 to 12 months	---	---	---	---
13 to 36 months	---	---	---	---
> 36 months	---	---	---	---
Number of respondents	4	10	1	5
Percentage making alterations to home to accommodate disability	0.1	1.3	0.0	1.4
	(0.3)	(1.3)	(0.0)	(1.5)
Number of respondents	377	288	286	243

Source: Parent interviews.

Table 38C: RESIDENTIAL INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Residential Independence Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage living:									
With parent(s)	87.9 (4.4)	85.2 (4.6)	89.5 (3.2)	83.6 (3.8)	87.6 (3.0)	88.4 (5.3)	87.9 (3.7)	91.1 (3.5)	84.2 (4.0)
Alone	2.5 (2.1)	2.4 (2.0)	0.9 (1.0)	2.7 (1.7)	1.6 (1.2)	1.8 (2.2)	1.6 (1.5)	1.3 (1.4)	2.8 (1.8)
With spouse/roommate	1.7 (1.8)	5.5 (2.9)	0.7 (0.9)	1.8 (1.4)	2.7 (1.5)	3.3 (3.0)	4.3 (2.3)	2.0 (1.7)	0.3 (0.6)
With other family member	1.9 (1.8)	3.2 (2.3)	0.6 (0.8)	4.8 (2.2)	0.7 (0.8)	3.4 (3.0)	1.5 (1.4)	1.9 (1.7)	2.2 (1.6)
In a residential/boarding school (not a college)	3.9 (2.6)	2.3 (1.9)	4.0 (2.1)	4.7 (2.2)	3.5 (1.7)	2.2 (2.4)	3.2 (2.0)	2.4 (1.9)	4.7 (2.4)
In a college dormitory	0.8 (1.2)	1.0 (1.2)	3.4 (1.9)	0.6 (0.8)	2.3 (1.4)	0.0 (0.0)	0.5 (0.8)	1.1 (1.3)	3.5 (2.0)
In a group home	1.2 (1.5)	0.3 (0.7)	0.5 (0.7)	1.3 (1.2)	0.8 (0.8)	0.9 (1.6)	1.0 (1.1)	0.2 (0.6)	1.6 (1.4)
In a mental health facility or hospital/institution for the disabled	0.0 (0.0)	0.3 (0.7)	0.4 (0.6)	0.5 (0.7)	0.7 (0.8)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.6 (0.9)
In a correctional facility	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
Other	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.2 (0.4)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
Number of respondents	163	197	285	209	444	72	232	239	249
Percentage of institutionalized youth who have been in institutions:									
Less than 6 months	---	---	---	---	---	---	---	---	---
6 to 12 months	---	---	---	---	---	---	---	---	---
13 to 36 months	---	---	---	---	---	---	---	---	---
> 36 months	---	---	---	---	---	---	---	---	---
Number of respondents	2	2	3	3	11	1	3	1	7
Percentage making alterations to home to accommodate disability	0.5 (0.9)	0.8 (1.2)	0.7 (0.9)	0.8 (0.9)	0.6 (0.7)	0.0 (0.0)	0.5 (0.8)	0.4 (0.7)	1.0 (1.1)
Number of respondents	163	197	285	208	435	70	231	240	249

Source: Parent interviews.

Table 39A: HOME-CARE INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS

Home-Care Independence	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage fixing own breakfast or lunch:												
Always	22.5	25.4	24.5	15.4	19.6	26.3	16.9	27.7	21.1	21.1	26.6	26.0
	(3.1)	(3.8)	(5.7)	(6.5)	(3.6)	(5.3)	(4.8)	(5.6)	(5.0)	(3.6)	(7.8)	(9.3)
Usually	22.4	15.4	27.0	27.7	16.8	29.6	27.0	21.0	19.7	22.7	17.8	26.5
	(3.1)	(3.1)	(5.9)	(8.1)	(3.4)	(5.5)	(5.7)	(5.1)	(4.9)	(3.6)	(6.8)	(9.3)
Sometimes	40.6	40.7	41.5	39.4	44.0	36.4	43.4	42.5	35.4	42.4	43.7	25.2
	(3.6)	(4.2)	(6.6)	(8.8)	(4.5)	(5.8)	(6.3)	(6.2)	(5.8)	(4.3)	(8.8)	(9.2)
Never	14.4	18.5	7.1	17.5	19.7	7.6	12.7	8.9	23.8	13.7	11.9	22.3
	(2.6)	(3.4)	(3.4)	(6.9)	(3.6)	(3.2)	(4.3)	(3.6)	(5.2)	(3.0)	(5.7)	(8.8)
Number of respondents	626	301	206	119	367	259	196	237	193	458	98	70
Percentage buying items from a store on his/her own:												
Always	14.8	21.7	13.9	4.6	14.1	15.7	10.5	16.3	16.9	13.4	19.8	16.9
	(2.6)	(3.6)	(4.6)	(3.8)	(3.1)	(4.4)	(3.9)	(4.7)	(4.6)	(3.0)	(7.0)	(7.9)
Usually	15.9	13.7	18.3	16.4	12.8	19.9	20.1	13.5	15.0	15.0	10.0	29.9
	(2.7)	(3.0)	(5.2)	(6.7)	(3.0)	(4.8)	(5.1)	(4.3)	(4.3)	(3.1)	(5.3)	(9.7)
Sometimes	48.2	42.3	49.4	56.3	52.8	42.4	49.0	53.9	39.8	51.6	45.3	30.6
	(3.7)	(4.3)	(6.7)	(9.0)	(4.5)	(6.0)	(6.4)	(6.3)	(6.0)	(4.3)	(8.8)	(9.7)
Never	21.1	22.2	18.4	22.7	20.3	22.0	20.4	16.3	28.3	20.1	24.8	22.5
	(3.0)	(3.6)	(5.2)	(7.6)	(3.6)	(5.0)	(5.2)	(4.7)	(5.5)	(3.5)	(7.6)	(8.8)
Number of respondents	625	301	206	118	366	259	195	236	194	457	98	70
Percentage doing laundry:												
Always	17.8	17.2	26.4	7.3	16.2	19.8	13.8	18.6	20.7	16.3	23.0	20.1
	(2.8)	(3.3)	(5.9)	(4.7)	(3.3)	(4.8)	(4.4)	(4.9)	(4.9)	(3.2)	(7.4)	(8.5)
Usually	13.5	9.1	14.7	19.2	8.8	19.6	17.0	10.8	13.8	13.2	8.2	23.0
	(2.5)	(2.5)	(4.7)	(7.2)	(2.6)	(4.8)	(4.8)	(3.9)	(4.2)	(3.0)	(4.9)	(8.9)
Sometimes	34.0	38.6	24.6	39.3	32.0	36.7	32.8	35.9	32.7	32.7	47.8	24.1
	(3.5)	(4.2)	(5.8)	(8.9)	(4.2)	(5.8)	(6.0)	(6.1)	(5.7)	(4.1)	(8.8)	(9.0)
Never	34.6	35.2	34.3	34.2	43.0	23.8	36.4	34.7	32.8	37.8	20.9	32.8
	(3.5)	(4.1)	(6.3)	(8.6)	(4.5)	(5.2)	(6.2)	(6.0)	(5.7)	(4.2)	(7.2)	(9.9)
Number of respondents	623	300	205	118	365	258	194	236	193	455	98	70

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39B: HOME-CARE INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS

Home-Care Independence	Type of School Attended: Regular School	Type of School Attended: Special School	Severity of Visual Impairment: Partially Sighted	Severity of Visual Impairment: Blind
Percentage fixing own breakfast or lunch:				
Always	24.1 (4.0)	15.0 (4.9)	24.0 (4.8)	21.0 (5.8)
Usually	24.6 (4.0)	16.2 (5.1)	25.6 (4.9)	20.8 (5.8)
Sometimes	42.0 (4.6)	41.1 (6.8)	41.8 (5.5)	36.8 (6.9)
Never	9.3 (2.7)	27.6 (6.2)	8.6 (3.1)	21.4 (5.8)
Number of respondents	346	221	243	209
Percentage buying items from a store on his/her own:				
Always	15.3 (3.4)	10.6 (4.3)	17.6 (4.3)	11.5 (4.5)
Usually	16.0 (3.5)	9.9 (4.1)	16.6 (4.2)	12.9 (4.8)
Sometimes	51.4 (4.7)	47.8 (6.9)	53.4 (5.6)	48.6 (7.1)
Never	17.2 (3.6)	31.7 (6.4)	12.4 (3.7)	27.0 (6.3)
Number of respondents	346	220	243	209
Percentage doing laundry:				
Always	15.0 (3.4)	24.9 (6.0)	20.3 (4.5)	17.3 (5.4)
Usually	7.6 (2.5)	23.0 (5.8)	10.4 (3.4)	16.0 (5.2)
Sometimes	40.3 (4.6)	21.7 (5.7)	37.8 (5.4)	27.2 (6.3)
Never	37.1 (4.6)	30.4 (6.4)	31.5 (5.2)	39.5 (7.0)
Number of respondents	344	220	242	208

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39C: HOME-CARE INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Home-Care Independence	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage fixing own breakfast or lunch:									
Always	16.3	26.4	22.4	27.0	21.8	14.5	16.4	26.0	24.4
	(5.6)	(6.3)	(4.6)	(5.1)	(4.2)	(6.4)	(4.6)	(5.9)	(5.2)
Usually	17.6	24.5	28.1	15.6	25.8	10.8	18.5	24.1	26.1
	(5.7)	(6.1)	(4.9)	(4.2)	(4.5)	(5.7)	(4.8)	(5.7)	(5.3)
Sometimes	49.4	38.9	36.4	43.9	38.5	57.0	45.5	40.3	35.4
	(7.5)	(7.0)	(5.3)	(5.7)	(5.0)	(9.0)	(6.2)	(6.5)	(5.8)
Never	16.7	10.2	13.1	13.5	13.9	17.7	19.5	9.6	14.1
	(5.6)	(4.3)	(3.7)	(3.9)	(3.5)	(7.0)	(4.9)	(3.9)	(4.2)
Number of respondents	137	165	256	175	371	61	203	211	208
Percentage buying items from a store on his/her own:									
Always	21.2	11.9	11.0	22.9	9.9	25.7	20.4	12.0	11.0
	(6.2)	(4.6)	(3.4)	(4.8)	(3.0)	(8.0)	(5.0)	(4.4)	(3.8)
Usually	10.5	20.1	20.7	11.5	17.5	15.5	10.8	19.5	18.8
	(4.6)	(5.7)	(4.4)	(3.7)	(3.9)	(6.6)	(3.8)	(5.3)	(4.7)
Sometimes	54.5	51.7	43.5	49.6	48.6	41.4	47.9	49.6	45.9
	(7.5)	(7.1)	(5.4)	(5.7)	(5.1)	(9.0)	(6.2)	(6.7)	(6.0)
Never	13.7	16.3	24.8	16.0	24.1	17.5	21.0	18.9	24.4
	(5.2)	(5.3)	(4.7)	(4.2)	(4.4)	(6.9)	(5.1)	(5.3)	(5.2)
Number of respondents	137	165	255	174	371	61	203	209	209
Percentage doing laundry:									
Always	19.3	18.5	16.8	20.7	15.6	21.4	22.4	14.4	16.2
	(6.0)	(5.5)	(4.1)	(4.7)	(3.7)	(7.5)	(5.2)	(4.7)	(4.5)
Usually	7.5	19.0	13.4	8.7	15.8	6.3	8.1	15.9	18.1
	(4.0)	(5.6)	(3.7)	(3.2)	(3.7)	(4.4)	(3.4)	(4.9)	(4.7)
Sometimes	31.8	39.1	33.4	41.7	31.2	39.6	31.9	38.1	31.0
	(7.1)	(7.0)	(5.2)	(5.7)	(4.7)	(8.9)	(5.8)	(6.5)	(5.6)
Never	41.4	23.4	36.3	28.8	37.5	32.7	37.6	31.6	34.8
	(7.5)	(6.0)	(5.3)	(5.2)	(4.9)	(8.5)	(6.0)	(6.2)	(5.8)
Number of respondents	135	165	255	174	370	61	202	210	207

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39A: HOME-CARE INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

Home-Care Independence	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage straightening up own living area:												
Always	51.7	45.9	57.8	53.1	43.8	62.0	46.5	57.3	49.5	50.0	65.1	45.3
	(3.7)	(4.3)	(6.6)	(9.0)	(4.5)	(5.9)	(6.4)	(6.2)	(6.1)	(4.3)	(8.4)	(10.5)
Usually	14.2	12.0	13.9	18.3	16.4	11.4	15.7	14.9	11.9	14.4	14.1	13.2
	(2.6)	(2.8)	(4.6)	(7.0)	(3.3)	(3.8)	(4.7)	(4.5)	(3.9)	(3.1)	(6.2)	(7.1)
Sometimes	28.4	33.4	24.3	25.6	31.6	24.1	32.0	22.4	32.8	28.7	20.4	36.7
	(3.3)	(4.1)	(5.7)	(7.9)	(4.2)	(5.2)	(6.0)	(5.2)	(5.7)	(3.9)	(7.1)	(10.2)
Never	5.7	8.7	4.0	2.9	8.1	2.4	5.8	5.5	5.7	6.9	0.4	4.8
	(1.7)	(2.4)	(2.6)	(3.1)	(2.5)	(1.9)	(3.0)	(2.9)	(2.8)	(2.2)	(1.1)	(4.5)
Number of respondents	627	302	206	119	368	259	196	237	194	459	98	70
Average overall home-care independence score:*												
4 to 8	32.2	38.8	23.9	32.9	41.6	20.3	39.0	26.0	34.0	34.4	27.4	25.1
	(3.4)	(4.2)	(5.7)	(8.6)	(4.5)	(4.9)	(6.3)	(5.5)	(5.8)	(4.2)	(7.9)	(9.2)
9 to 12	48.4	38.4	54.3	56.6	43.1	55.1	46.7	50.8	46.7	48.4	46.2	50.9
	(3.7)	(4.2)	(6.7)	(9.0)	(4.5)	(6.0)	(6.4)	(6.3)	(6.1)	(4.4)	(8.8)	(10.6)
13 to 15	14.7	17.0	15.6	9.6	11.6	18.6	10.4	18.1	14.3	12.7	20.8	18.9
	(2.6)	(3.3)	(4.9)	(5.4)	(2.9)	(4.7)	(3.9)	(4.9)	(4.3)	(2.9)	(7.2)	(8.3)
16	4.7	5.9	6.3	0.9	3.6	6.1	3.9	5.1	5.1	4.5	5.6	5.1
	(1.6)	(2.0)	(3.2)	(1.7)	(1.7)	(2.9)	(2.5)	(2.8)	(2.7)	(1.8)	(4.1)	(4.6)
Number of respondents	621	299	205	117	363	258	193	235	193	453	98	70

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* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39B: HOME-CARE INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

Home-Care Independence	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Percentage straightening up own living area:				
Always	51.4	56.3	49.2	57.6
	(4.7)	(6.8)	(5.6)	(7.0)
Usually	16.4	9.2	14.9	10.9
	(3.5)	(4.0)	(4.0)	(4.4)
Sometimes	27.7	27.7	33.0	23.9
	(4.2)	(6.2)	(5.3)	(6.1)
Never	4.5	6.7	2.9	7.6
	(1.9)	(3.5)	(1.9)	(3.8)
Number of respondents	346	222	243	210
Average overall home-care independence score:*				
4 to 8	32.3	35.6	31.4	32.5
	(4.4)	(6.7)	(5.2)	(6.7)
9 to 12	49.3	44.0	46.5	48.0
	(4.7)	(6.9)	(5.6)	(7.1)
13 to 15	13.1	17.3	15.3	17.0
	(3.2)	(5.3)	(4.0)	(5.4)
16	5.3	3.0	6.8	2.5
	(2.1)	(2.4)	(2.8)	(2.2)
Number of respondents	344	218	242	207

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* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39C: HOME-CARE INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Home-Care Independence	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage straightening up own living area:									
Always	58.0	53.4	45.8	54.0	50.2	50.0	52.0	57.2	44.2
	(7.4)	(7.1)	(5.5)	(5.7)	(5.1)	(9.1)	(6.2)	(6.6)	(6.0)
Usually	5.6	13.1	24.4	10.5	16.0	11.6	7.3	17.6	19.5
	(3.5)	(4.8)	(4.7)	(3.5)	(3.7)	(5.8)	(3.2)	(5.1)	(4.8)
Sometimes	28.1	30.1	24.6	29.6	29.1	26.1	33.7	20.3	32.0
	(6.8)	(6.5)	(4.7)	(5.2)	(4.6)	(8.0)	(5.9)	(5.4)	(5.7)
Never	8.3	3.5	5.2	5.9	4.7	12.3	7.0	4.8	4.4
	(4.1)	(2.6)	(2.4)	(2.7)	(2.2)	(6.0)	(3.2)	(2.9)	(2.5)
Number of respondents	137	166	256	175	372	61	203	211	209
Average overall home-care independence score:*									
4 to 8	35.3	26.9	29.8	34.1	32.1	33.4	40.1	21.9	34.8
	(7.2)	(6.3)	(5.0)	(5.5)	(4.8)	(8.6)	(6.1)	(5.6)	(5.8)
9 to 12	44.7	51.7	51.3	42.8	50.1	48.7	41.1	58.5	45.1
	(7.5)	(7.1)	(5.5)	(5.7)	(5.1)	(9.1)	(6.1)	(6.6)	(6.1)
13 to 15	14.7	17.9	14.5	14.5	15.1	12.3	13.1	16.0	15.5
	(5.4)	(5.5)	(3.9)	(4.1)	(3.7)	(6.0)	(4.2)	(4.9)	(4.4)
16	5.2	3.5	4.4	8.6	2.6	5.6	5.7	3.5	4.6
	(3.4)	(2.6)	(2.3)	(3.2)	(1.6)	(4.2)	(2.9)	(2.5)	(2.6)
Number of respondents	135	164	254	173	369	61	202	208	207

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* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 40A: FINANCIAL INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Financial Independence	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of in-school youth receiving allowance or other money they control	73.8	63.1	74.5	90.7	76.3	70.4	76.9	73.2	65.8	73.8	---	---
	(3.6)	(5.7)	(7.6)	(8.0)	(4.4)	(6.1)	(5.7)	(5.6)	(9.1)	(3.8)		
Number of respondents	496	163	101	34	289	207	199	221	76	496	0	0
Percentage of out-of-school youth who had:												
Savings account	42.6	48.0	46.1	---	37.9	47.3	---	58.6	40.1	---	39.3	46.1
	(6.5)	(10.3)	(16.3)		(8.2)	(10.2)		(16.8)	(6.4)		(8.2)	(8.6)
Checking account	12.8	7.2	12.3	---	14.1	11.4	---	7.8	13.6	---	9.8	15.9
	(4.4)	(5.3)	(10.8)		(5.9)	(6.5)		(9.2)	(4.4)		(5.0)	(6.3)
Other investments	0.3	0.0	1.9	---	0.6	0.0	---	0.0	0.4	---	0.6	0.0
	(0.7)	(0.0)	(4.4)		(1.3)	(0.0)		(0.0)	(0.8)		(1.3)	(0.0)
Credit card in own name	4.1	8.8	2.0	---	4.5	3.7	---	3.1	4.3	---	4.1	4.1
	(2.6)	(5.8)	(4.5)		(3.5)	(3.9)		(5.8)	(2.6)		(3.3)	(3.5)
None of these	44.2	44.1	39.7	---	47.0	41.3	---	32.6	45.9	---	49.9	38.1
	(6.5)	(10.2)	(16.0)		(8.4)	(10.1)		(15.7)	(6.5)		(8.4)	(8.4)
Number of respondents	196	54	29	10	109	87	1	31	163	0	102	94
Percentage of out-of-school youth living independently who received financial support from family for living expenses	26.8	---	---	---	27.8	25.6	---	---	24.3	---	47.3	18.9
	(11.5)				(14.4)	(18.7)			(10.7)		(21.9)	(11.2)
Number of respondents	50	12	6	3	30	20	0	5	45	0	15	35

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 40B: FINANCIAL INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
Financial Independence	Regular School	Special School	Partially Sighted	Blind
Percentage of in-school youth receiving allowance or other money they control	73.3	73.8	81.7	64.2
	(4.7)	(6.1)	(4.9)	(7.7)
Number of respondents	271	191	197	154
Percentage of out-of-school youth who had:				
Savings account	42.2	34.9	40.6	42.0
	(9.2)	(10.2)	(10.2)	(11.1)
Checking account	7.8	26.0	12.1	17.6
	(5.0)	(9.3)	(6.8)	(8.5)
Other investments	0.6	0.0	0.0	0.0
	(1.4)	(0.0)	(0.0)	(0.0)
Credit card in own name	4.2	4.3	7.6	1.1
	(3.7)	(4.4)	(5.6)	(2.4)
None of these	49.1	39.1	47.3	40.4
	(9.3)	(10.4)	(10.4)	(11.0)
Number of respondents	89	80	71	78
Percentage of out-of-school youth living independently who received financial support from family for living expenses	26.7	25.6	19.7	51.3
	(17.9)	(16.9)	(15.4)	(24.9)
Number of respondents	19	25	21	16

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 40C: FINANCIAL INDEPENDENCE OF YOUTH WITH VISUAL IMPAIRMENTS

	Household Income			Ethnicity			Head of Household's Education		
Financial Independence	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of in-school youth receiving allowance or other money they control	62.0	78.7	81.9	77.1	79.9	37.7	64.7	78.0	82.4
	(7.8)	(6.5)	(5.0)	(5.4)	(4.6)	(9.4)	(6.6)	(6.2)	(5.2)
Number of respondents	117	130	191	136	291	54	158	163	168
Percentage of out-of-school youth who had:									
Savings account	13.4	32.2	60.9	24.2	51.3	---	26.4	40.1	64.8
	(10.0)	(11.4)	(9.5)	(9.0)	(8.6)		(10.0)	(11.5)	(10.1)
Checking account	8.0	14.7	13.7	13.6	13.3	---	7.9	12.2	20.0
	(8.0)	(8.6)	(6.7)	(7.2)	(5.8)		(6.1)	(7.7)	(8.4)
Other investments	0.0	0.0	1.0	0.0	0.5	---	0.0	0.0	1.1
	(0.0)	(0.0)	(1.9)	(0.0)	(1.2)		(0.0)	(0.0)	(2.2)
Credit card in own name	0.0	4.3	8.2	1.2	5.7	---	0.9	7.2	4.8
	(0.0)	(4.9)	(5.4)	(2.2)	(4.0)		(2.2)	(6.1)	(4.6)
None of these	78.6	53.1	24.4	61.1	34.9	---	65.7	47.6	14.1
	(12.0)	(12.1)	(8.4)	(10.1)	(8.2)		(10.8)	(11.8)	(7.3)
Number of respondents	35	55	82	51	126	13	59	66	67
Percentage of out-of-school youth living independently who received financial support from family for living expenses	---	37.4	---	---	24.9	---	18.6	---	41.2
		(21.2)			(14.9)		(17.5)		(18.8)
Number of respondents	12	17	14	14	32	3	15	13	21

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 41A: SOCIAL EXPERIENCES OF YOUTH WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Social Experiences	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage getting together with friends:												
Less than once a week	17.8	23.4	12.3	14.4	16.8	19.0	14.9	18.0	19.9	20.1	13.6	11.2
	(2.6)	(4.2)	(5.1)	(8.5)	(3.2)	(4.4)	(4.5)	(4.6)	(4.2)	(3.4)	(5.4)	(5.4)
Once a week	16.6	15.2	27.4	4.6	13.9	20.1	11.9	16.7	20.6	13.8	25.4	19.9
	(2.5)	(3.5)	(6.9)	(5.1)	(2.9)	(4.5)	(4.1)	(4.5)	(4.2)	(2.9)	(6.8)	(6.8)
2 to 3 times a week	27.1	22.8	30.5	30.6	25.3	29.3	33.6	22.7	26.5	26.7	26.4	29.6
	(3.0)	(4.1)	(7.2)	(11.2)	(3.7)	(5.1)	(6.0)	(5.1)	(4.6)	(3.7)	(6.9)	(7.8)
4 to 5 times a week	12.5	13.5	11.9	16.9	16.1	8.0	9.9	12.8	14.4	11.9	9.8	18.6
	(2.3)	(3.4)	(5.0)	(9.1)	(3.1)	(3.0)	(3.8)	(4.0)	(3.7)	(2.7)	(4.7)	(6.6)
More than 5 times a week	26.0	25.1	17.8	33.5	27.9	23.7	29.6	29.9	18.6	27.5	24.7	20.6
	(3.0)	(4.3)	(6.0)	(11.4)	(3.8)	(4.7)	(5.8)	(5.5)	(4.1)	(3.8)	(6.7)	(6.9)
Number of respondents	707	228	132	44	412	295	204	251	252	485	121	101
Percentage belonging to:												
No school/community group	50.4	60.8	37.7	51.9	56.0	43.5	43.3	45.2	62.2	45.6	63.5	58.2
	(3.4)	(4.9)	(7.4)	(12.1)	(4.3)	(5.4)	(6.6)	(5.8)	(5.0)	(4.2)	(7.3)	(8.1)
Sports team	18.9	11.4	16.4	24.2	22.1	15.0	24.5	20.6	12.5	21.8	15.5	9.6
	(2.7)	(3.2)	(5.6)	(10.5)	(3.6)	(3.9)	(5.7)	(4.8)	(3.4)	(3.5)	(5.5)	(4.8)
Performing group	16.8	14.4	22.9	14.9	14.8	19.4	20.6	21.5	8.4	19.9	14.1	5.6
	(2.5)	(3.5)	(6.4)	(8.7)	(3.0)	(4.3)	(5.4)	(4.8)	(2.9)	(3.4)	(5.3)	(3.8)
Community/church group	24.2	20.3	32.5	16.5	18.7	31.1	24.4	26.6	21.4	26.1	14.2	27.0
	(2.9)	(4.0)	(7.1)	(9.1)	(3.3)	(5.1)	(5.7)	(5.2)	(4.2)	(3.7)	(5.3)	(7.3)
School subject club	3.7	1.6	6.3	0.6	2.9	4.7	8.1	2.9	1.0	5.4	0.0	0.0
	(1.3)	(1.3)	(3.7)	(1.8)	(1.4)	(2.3)	(3.6)	(2.0)	(1.0)	(1.9)	(0.0)	(0.0)
Fraternity/sorority or other social club	7.8	7.0	21.5	2.0	7.4	8.3	0.0	3.5	8.9	0.0	6.1	9.8
	(3.3)	(4.9)	(13.0)	(7.1)	(4.1)	(5.3)	(0.0)	(5.4)	(3.5)	(0.0)	(3.7)	(4.9)
Hobby club	3.6	2.6	8.2	2.2	4.0	3.1	5.5	3.0	0.0	3.6	0.0	0.0
	(1.5)	(1.9)	(4.8)	(4.1)	(2.0)	(2.3)	(3.1)	(2.2)	(0.0)	(1.6)	(0.0)	(0.0)
Student government	1.7	0.8	0.7	2.7	1.4	2.0	1.3	3.1	0.3	2.4	0.0	0.0
	(0.9)	(0.9)	(1.2)	(4.0)	(1.0)	(1.5)	(1.5)	(2.0)	(0.6)	(1.3)	(0.0)	(0.0)
Volunteer service group	1.8	1.6	4.4	0.0	1.4	2.2	3.9	1.4	0.5	2.2	0.7	1.0
	(0.9)	(1.3)	(3.1)	(0.0)	(1.0)	(1.6)	(2.6)	(1.4)	(0.7)	(1.2)	(1.2)	(1.7)
Vocational club	1.2	0.0	0.5	5.8	0.4	2.2	0.6	2.3	0.4	1.7	0.0	0.0
	(0.7)	(0.0)	(1.1)	(5.7)	(0.6)	(1.6)	(1.1)	(1.8)	(0.6)	(1.1)	(0.0)	(0.0)
Other	4.2	5.2	3.1	6.2	2.7	6.2	4.5	4.3	4.0	3.7	8.4	1.8
	(1.4)	(2.2)	(2.7)	(5.9)	(1.4)	(2.6)	(2.8)	(2.4)	(2.0)	(1.6)	(4.2)	(2.2)
Number of respondents	727	228	134	44	420	307	205	261	261	497	124	106

Source: Parent interviews

Table 41B: SOCIAL EXPERIENCES OF YOUTH WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
Social Experiences	Regular School	Special School	Partially Sighted	Blind
Percentage getting together with friends:				
Less than once a week	15.9 (3.3)	23.7 (5.2)	15.8 (3.8)	16.1 (4.9)
Once a week	18.1 (3.5)	16.6 (4.6)	13.5 (3.5)	22.4 (5.6)
2 to 3 times a week	27.3 (4.0)	19.8 (4.9)	25.8 (4.5)	28.2 (6.0)
4 to 5 times a week	14.7 (3.2)	8.9 (3.5)	14.6 (3.7)	12.3 (4.4)
More than 5 times a week	24.0 (3.8)	30.9 (5.7)	30.3 (4.8)	21.1 (5.4)
Number of respondents	372	269	277	232
Percentage belonging to:				
No school/community group	50.2 (4.5)	51.6 (5.7)	49.9 (5.3)	42.5 (6.4)
Sports team	15.1 (3.3)	27.2 (5.1)	19.2 (4.1)	21.6 (5.3)
Performing group	17.5 (3.5)	16.3 (4.2)	19.1 (4.1)	20.1 (5.2)
Community/church group	24.9 (3.9)	22.8 (4.8)	21.6 (4.3)	31.5 (6.0)
School subject club	2.3 (1.4)	5.2 (2.5)	2.7 (1.7)	2.0 (1.8)
Fraternity/sorority or other social club	9.7 (5.2)	6.5 (5.0)	9.3 (5.7)	5.7 (5.0)
Hobby club	5.0 (2.3)	1.6 (1.8)	2.8 (2.1)	7.1 (4.1)
Student government	1.3 (1.0)	2.7 (1.9)	1.7 (1.4)	1.2 (1.4)
Volunteer service group	2.4 (1.4)	0.4 (0.7)	3.0 (1.8)	0.4 (0.8)
Vocational club	1.6 (1.1)	0.9 (1.1)	2.6 (1.7)	0.6 (1.0)
Other	5.1 (2.0)	3.0 (2.0)	3.8 (2.0)	5.5 (2.9)
Number of respondents	374	284	284	240

Source: Parent interviews.

Table 41C: SOCIAL EXPERIENCES OF YOUTH WITH VISUAL IMPAIRMENTS

Social Experiences	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage getting together with friends:									
Less than once a week	16.3	16.8	19.3	17.7	16.9	26.5	19.4	16.8	16.3
	(5.2)	(4.9)	(4.2)	(4.1)	(3.6)	(7.7)	(4.7)	(4.7)	(4.1)
Once a week	18.2	16.0	14.6	14.2	16.9	19.5	15.4	19.2	15.2
	(5.4)	(4.8)	(3.8)	(3.7)	(3.6)	(6.9)	(4.3)	(5.0)	(4.0)
2 to 3 times a week	26.8	28.5	25.6	24.5	26.6	36.8	30.1	22.4	29.9
	(6.2)	(5.9)	(4.7)	(4.6)	(4.2)	(8.4)	(5.4)	(5.3)	(5.1)
4 to 5 times a week	8.6	13.2	17.5	11.1	14.0	4.9	9.8	13.1	15.0
	(3.9)	(4.4)	(4.1)	(3.3)	(3.3)	(3.7)	(3.5)	(4.3)	(4.0)
More than 5 times a week	30.0	25.6	23.0	32.5	25.6	12.4	25.3	28.5	23.7
	(6.4)	(5.7)	(4.5)	(5.0)	(4.2)	(5.7)	(5.1)	(5.7)	(4.8)
Number of respondents	156	191	279	198	421	67	220	231	245
Percentage belonging to:									
No school/community group	51.9	61.0	42.0	52.0	47.5	68.1	64.8	47.0	37.3
	(6.8)	(6.3)	(5.2)	(5.2)	(4.7)	(7.9)	(5.5)	(6.2)	(5.4)
Sports team	21.3	12.0	24.7	19.8	19.2	16.3	12.7	25.3	18.0
	(5.6)	(4.2)	(4.6)	(4.2)	(3.7)	(6.3)	(3.9)	(5.4)	(4.3)
Performing group	16.8	12.2	23.3	13.4	19.1	9.4	9.8	21.1	21.2
	(5.1)	(4.2)	(4.5)	(3.6)	(3.7)	(5.0)	(3.5)	(5.0)	(4.6)
Community/church group	24.4	19.7	25.4	23.3	27.3	9.1	18.7	19.9	36.6
	(5.9)	(5.1)	(4.6)	(4.4)	(4.2)	(4.9)	(4.5)	(4.9)	(5.4)
School subject club	3.0	1.9	3.5	1.9	5.0	1.1	1.2	4.9	5.7
	(2.3)	(1.8)	(1.9)	(1.4)	(2.0)	(1.8)	(1.2)	(2.7)	(2.6)
Fraternity/sorority or other social club	3.6	3.4	16.5	3.7	10.2	4.1	1.3	7.2	17.7
	(5.0)	(4.1)	(6.9)	(3.5)	(5.0)	(7.1)	(2.3)	(5.7)	(7.6)
Hobby club	0.9	2.0	7.6	0.0	5.2	0.0	0.0	2.5	9.2
	(1.5)	(2.2)	(3.4)	(0.0)	(2.5)	(0.0)	(0.0)	(2.3)	(3.9)
Student government	1.2	0.9	3.2	0.5	2.3	0.7	1.0	2.9	1.2
	(1.5)	(1.2)	(1.9)	(0.8)	(1.4)	(1.4)	(1.1)	(2.1)	(1.2)
Volunteer service group	1.4	3.5	0.6	2.8	0.3	2.6	1.0	1.5	2.5
	(1.6)	(2.4)	(0.8)	(1.7)	(0.5)	(2.7)	(1.2)	(1.5)	(1.7)
Vocational club	3.2	0.5	0.4	3.6	0.3	0.8	0.4	2.9	0.4
	(2.4)	(0.9)	(0.6)	(2.0)	(0.5)	(1.5)	(0.7)	(2.1)	(0.7)
Other	1.9	4.4	6.1	2.8	4.9	4.1	2.9	3.5	6.7
	(1.9)	(2.7)	(2.5)	(1.7)	(2.0)	(3.3)	(1.9)	(2.3)	(2.8)
Number of respondents	162	195	285	203	433	70	226	240	249

Source: Parent interviews

Table 41A: SOCIAL EXPERIENCES OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status		
Social Experiences	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage ever arrested	3.2	2.8	0.9	7.8	5.5	0.3	0.9	6.2	1.8	3.7	1.0	3.7
	(1.2)	(1.7)	(1.5)	(6.5)	(2.0)	(0.6)	(1.3)	(2.8)	(1.4)	(1.6)	(1.5)	(3.1)
Number of respondents	732	229	133	44	423	309	205	262	265	498	125	109
Percentage of out-of-school youth who were:*												
Single, never married	94.2	93.8	100	---	96.3	92.0	---	100	93.2	---	97.4	90.8
	(2.9)	(4.5)	(0.0)		(2.7)	(5.4)		(0.0)	(3.4)		(2.7)	(5.1)
Engaged	1.8	2.4	0.0	---	1.1	2.5	---	0.0	2.1	---	1.8	1.9
	(1.6)	(2.8)	(0.0)		(1.5)	(3.1)		(0.0)	(1.9)		(2.3)	(2.4)
Married	3.6	2.4	0.0	---	1.7	5.4	---	0.0	4.2	---	0.8	6.5
	(2.3)	(2.8)	(0.0)		(1.9)	(4.5)		(0.0)	(2.7)		(1.5)	(4.4)
Divorced/separated	0.4	1.5	0.0	---	0.8	0.0	---	0.0	0.5	---	0.0	0.8
	(0.8)	(2.2)	(0.0)		(1.3)	(0.0)		(0.0)	(0.9)		(0.0)	(1.6)
Number of respondents	199	55	29	10	111	88	1	32	166	0	103	96

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* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews

Table 41B: SOCIAL EXPERIENCES OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

	Type of School Attended		Severity of Visual Impairment	
Social Experiences	Regular School	Special School	Partially Sighted	Blind
Percentage ever arrested	2.0	4.3	1.9	3.9
	(1.3)	(2.3)	(1.4)	(2.5)
Number of respondents	374	288	284	244
Percentage of out-of-school youth who were:*				
Single, never married	93.7	96.7	89.8	97.8
	(4.2)	(3.3)	(5.9)	(3.2)
Engaged	1.1	1.0	2.5	0.7
	(1.8)	(1.9)	(3.0)	(1.8)
Married	4.4	2.2	7.8	0.5
	(3.5)	(2.7)	(5.2)	(1.6)
Divorced/separated	0.7	0.0	0.0	1.0
	(1.5)	(0.0)	(0.0)	(2.2)
Number of respondents	90	82	72	79

---

* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 41C: SOCIAL EXPERIENCES OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Social Experiences	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage ever arrested	4.2	4.1	2.5	5.6	2.5	2.1	3.3	3.8	2.8
	(2.7)	(2.6)	(1.6)	(2.4)	(1.5)	(2.4)	(2.0)	(2.4)	(1.8)
Number of respondents	164	197	284	207	434	70	232	239	249
Percentage of out-of-school youth who were:*									
Single, never married	91.4	92.4	97.4	94.1	93.6	---	90.2	94.5	100
	(6.2)	(6.7)	(2.9)	(4.4)	(4.0)		(6.5)	(5.1)	(0.0)
Engaged	3.2	0.9	1.9	0.0	2.7	---	1.7	3.6	0.0
	(3.8)	(2.4)	(2.5)	(0.0)	(2.7)		(2.8)	(4.1)	(0.0)
Married	5.4	6.7	0.6	4.3	3.7	---	8.0	1.9	0.0
	(5.0)	(6.4)	(1.5)	(3.8)	(3.1)		(5.9)	(3.0)	(0.0)
Divorced/separated	0.0	0.0	0.0	1.6	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(2.4)	(0.0)		(0.0)	(0.0)	(0.0)
Number of respondents	36	55	83	53	128	13	60	66	69

---

* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 42A: POSTSECONDARY EDUCATION OF YOUTH WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Postsecondary Education	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage taking any postsecondary education course in the past year	30.3	25.3	41.3	---	26.1	35.0	---	16.0	33.7	---	19.7	42.1
	(5.5)	(8.1)	(15.1)		(6.7)	(9.0)		(10.6)	(5.7)		(6.1)	(7.9)
Number of respondents	236	67	33	10	133	103	5	43	188	0	124	110
Percentage taking in past year:												
Postsecondary vocational courses	8.2	4.9	4.3	---	5.1	11.4	---	3.4	9.0	---	13.0	2.9
	(3.4)	(4.1)	(6.2)		(3.5)	(6.1)		(5.5)	(3.6)		(5.3)	(2.8)
2-year college courses	10.0	15.1	17.0	---	11.3	8.6	---	10.5	10.0	---	5.2	15.2
	(3.7)	(6.8)	(11.5)		(5.0)	(5.4)		(9.3)	(3.7)		(3.4)	(6.0)
4-year college courses	14.7	9.1	20.0	---	12.8	16.7	---	4.0	17.3	---	3.4	27.5
	(4.2)	(5.3)	(12.3)		(5.1)	(7.1)		(5.7)	(4.6)		(2.8)	(7.2)
Number of respondents	222	63	33	10	123	99	3	39	180	0	117	103
Average number courses taken in the past year by students in a:												
Postsecondary vocational program	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	12	4	2	1	4	8	1	2	9	0	9	3
2-year college	4.7	---	---	---	4.7	---	---	---	5.0	---	---	5.4
	(1.0)				(1.1)				(0.9)			(1.0)
Number of respondents	26	10	7	2	17	9	0	4	22	0	7	18
4-year college	7.0	---	---	---	6.4	7.4	---	---	7.3	---	---	7.3
	(0.9)				(1.1)	(1.4)			(0.8)			(0.9)
Number of respondents	37	8	7	0	21	16	0	3	34	0	7	30
Percentage taking courses in the past year who earned a:												
Postsecondary vocational degree/license	---	---	---	---	---	---	---	---	---	---	---	---
2-year college degree/license	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	14	4	2	2	5	9	1	2	11	0	7	4
Percentage with postsecondary grade point average:												
3.25 to 4.0	36.3	24.7	53.9	---	27.8	41.7	---	---	38.6	---	16.9	45.3
	(11.1)	(13.4)	(18.9)		(10.1)	(17.4)			(12.4)		(17.7)	(13.0)
2.75 to 3.24	10.0	22.7	10.4	---	10.2	9.9	---	---	9.3	---	10.1	10.1
	(6.9)	(13.0)	(11.5)		(6.8)	(10.5)			(7.4)		(14.2)	(7.9)
2.25 to 2.74	24.3	21.0	14.4	---	23.9	24.6	---	---	27.2	---	43.6	14.9
	(9.9)	(12.7)	(13.3)		(9.6)	(15.2)			(11.3)		(23.4)	(9.3)
1.75 to 2.24	11.2	9.8	12.9	---	14.9	8.9	---	---	13.1	---	0.0	17.0
	(7.3)	(9.2)	(12.7)		(8.0)	(10.0)			(8.6)		(0.0)	(9.8)
1.74 or lower	18.2	21.8	8.4	---	23.3	15.0	---	---	11.9	---	29.3	12.8
	(8.9)	(12.9)	(10.5)		(9.5)	(12.6)			(8.2)		(21.5)	(8.7)
Number of respondents	68	18	15	3	35	33	1	9	58	0	20	47

Source: Parent interviews.

Table 42B: POSTSECONDARY EDUCATION OF YOUTH WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
Postsecondary Education	Regular School	Special School	Partially Sighted	Blind
Percentage taking any postsecondary education course in the past year	31.3	20.6	25.9	34.6
	(8.0)	(8.0)	(8.4)	(10.1)
Number of respondents	105	94	85	89
Percentage taking in past year:				
Postsecondary vocational courses	10.5	3.6	5.5	9.9
	(5.3)	(3.8)	(4.5)	(6.4)
2-year college courses	12.7	3.3	6.5	6.4
	(5.8)	(3.6)	(4.8)	(5.2)
4-year college courses	11.1	14.9	15.9	20.0
	(5.4)	(7.1)	(7.1)	(8.5)
Number of respondents	102	89	81	86
Average number courses taken in the past year by students in a:				
Postsecondary vocational program	---	---	---	---
Number of respondents	7	3	6	3
2-year college	4.2	---	---	---
	(1.1)			
Number of respondents	17	3	6	8
4-year college	8.2	5.9	7.6	6.4
	(1.5)	(1.5)	(1.4)	(1.4)
Number of respondents	16	15	16	18
Percentage taking courses in the past year who earned a:				
Postsecondary vocational degree/license	---	---	---	---
2-year college degree/license	---	---	---	---
Number of respondents	8	3	6	4
Percentage with postsecondary grade point average:				
3.25 to 4.0	28.5	23.4	35.7	43.0
	(14.1)	(15.4)	(14.3)	(20.4)
2.75 to 3.24	13.3	12.5	20.1	5.8
	(10.6)	(12.0)	(12.0)	(9.6)
2.25 to 2.74	33.1	16.0	21.0	25.4
	(14.7)	(13.4)	(12.2)	(18.0)
1.75 to 2.24	11.3	11.2	13.3	8.4
	(9.9)	(11.5)	(10.2)	(11.4)
1.74 or lower	13.9	36.8	9.8	17.4
	(10.8)	(17.5)	(8.9)	(15.7)
Number of respondents	34	21	23	28

Source: Parent Interviews

Table 42C: POSTSECONDARY EDUCATION OF YOUTH WITH VISUAL IMPAIRMENTS

Postsecondary Education	Household Income: Under $12,000	Household Income: 12,000-$24,999	Household Income: $25,000 and Over	Ethnicity: Black	Ethnicity: White	Ethnicity: Hispanic	Head of Household's Education: No High School Diploma	Head of Household's Education: High School Diploma	Head of Household's Education: Beyond High School
Percentage taking any postsecondary education course in the past year	24.1 (11.3)	37.6 (10.7)	35.0 (8.8)	32.9 (8.5)	30.6 (7.5)	21.8 (14.6)	27.7 (9.2)	26.4 (9.7)	38.0 (9.6)
Number of respondents	43	67	92	69	143	16	72	76	79
Percentage taking in past year:									
Postsecondary vocational courses	9.2 (8.2)	12.0 (7.3)	5.2 (4.1)	12.9 (6.4)	6.0 (3.9)	9.1 (10.5)	8.3 (5.8)	9.7 (6.6)	5.6 (4.6)
2-year college courses	2.8 (4.6)	10.8 (7.0)	14.9 (6.6)	16.1 (6.9)	8.1 (4.5)	4.3 (7.4)	7.7 (5.6)	8.3 (6.1)	13.1 (6.8)
4-year college courses	13.4 (9.0)	16.0 (8.1)	19.9 (7.4)	10.5 (5.5)	17.4 (6.2)	13.1 (12.0)	13.6 (7.1)	9.5 (6.4)	23.6 (8.4)
Number of respondents	37	65	91	61	139	15	68	74	75
Average number courses taken in the past year by students in a:									
Postsecondary vocational program	---	---	---	---	---	---	---	---	---
Number of respondents	2	4	4	5	4	2	5	1	5
2-year college	---	---	---	---	---	---	---	---	---
Number of respondents	0	9	14	10	14	1	6	6	12
4-year college	---	---	6.2 (1.5)	---	7.1 (1.2)	---	---	---	7.9 (1.4)
Number of respondents	7	9	19	10	25	2	7	9	21
Percentage taking courses in the past year who earned a									
Postsecondary vocational degree/license	---	---	---	---	---	---	---	---	---
2-year college degree/license	---	---	---	---	---	---	---	---	---
Number of respondents	1	5	5	7	4	1	6	1	6
Percentage with postsecondary grade point average									
3.25 to 4.0	---	29.5 (19.6)	48.2 (13.1)	20.5 (11.5)	41.5 (15.3)	---	40.2 (22.2)	26.3 (23.1)	38.0 (11.9)
2.75 to 3.24	---	8.6 (12.0)	8.0 (7.1)	21.3 (11.6)	5.5 (7.1)	---	11.1 (14.2)	3.0 (9.0)	14.6 (8.6)
2.25 to 2.74	---	32.8 (20.2)	16.0 (9.6)	22.1 (11.8)	24.1 (13.3)	---	7.3 (11.7)	66.3 (24.8)	10.0 (7.3)
1.75 to 2.24	---	13.0 (14.4)	6.8 (6.6)	18.9 (11.1)	9.2 (9.0)	---	18.1 (17.4)	0.0 (0.0)	13.2 (8.3)
1.74 or lower	---	16.1 (15.8)	21.0 (10.6)	17.3 (10.7)	19.6 (12.3)	---	23.3 (19.1)	4.4 (10.7)	24.2 (10.5)
Number of respondents	9	23	31	21	43	4	18	15	34

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Source: Parent interviews.

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

Employment Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of youth working for pay in past year	47.4	39.7	50.9	60.7	50.4	43.7	36.3	58.4	44.1	46.3	51.3	48.5
	(3.4)	(4.9)	(7.6)	(11.8)	(4.3)	(5.4)	(6.4)	(5.8)	(5.1)	(4.2)	(7.5)	(8.0)
Number of respondents	736	230	135	44	425	311	205	263	268	499	127	110
Percentage of youth who currently had:												
No employment	51.7	60.2	47.7	36.4	51.1	52.4	52.7	47.8	55.2	50.0	52.8	58.2
	(3.3)	(4.8)	(7.6)	(11.7)	(4.2)	(5.4)	(6.3)	(5.9)	(5.0)	(4.2)	(7.6)	(7.9)
Volunteer work only	13.8	12.9	22.7	12.9	13.0	14.8	19.2	11.6	11.9	13.6	18.7	9.3
	(2.3)	(3.3)	(6.4)	(8.1)	(2.8)	(3.8)	(5.0)	(3.8)	(3.3)	(2.9)	(5.9)	(4.6)
Workstudy only	12.4	8.2	4.5	12.6	13.5	10.9	11.2	16.0	9.2	17.1	4.2	0.0
	(2.2)	(2.7)	(3.2)	(8.0)	(2.8)	(3.4)	(4.0)	(4.3)	(2.9)	(3.1)	(3.0)	(0.0)
Sheltered work only	3.8	3.9	2.5	0.3	4.0	3.5	1.4	3.6	6.0	3.2	2.3	8.2
	(1.3)	(1.9)	(2.4)	(1.4)	(1.6)	(2.0)	(1.5)	(2.2)	(2.4)	(1.5)	(2.3)	(4.4)
Part time competitive work	10.9	11.6	17.5	13.5	11.7	10.0	13.1	10.5	9.6	10.7	8.6	14.3
	(2.1)	(3.1)	(5.8)	(8.3)	(2.7)	(3.2)	(4.3)	(3.6)	(3.0)	(2.6)	(4.2)	(5.6)
Full time competitive work	7.5	3.2	5.1	24.3	6.7	8.5	2.3	10.6	8.1	5.4	13.5	10.0
	(1.7)	(1.7)	(3.4)	(10.4)	(2.1)	(3.0)	(1.9)	(3.6)	(2.8)	(1.9)	(5.2)	(4.8)
Number of respondents	739	232	135	44	428	311	206	264	269	499	128	112
Percentage of employed youth with:												
1 paid job	88.5	90.4	82.3	81.6	88.9	88.1	84.3	87.4	92.2	90.6	80.8	89.5
	(4.1)	(6.0)	(8.6)	(14.5)	(4.5)	(7.5)	(9.5)	(7.4)	(5.2)	(5.0)	(11.5)	(8.4)
2 or more paid jobs	11.5	9.6	17.7	18.4	11.1	11.9	15.7	12.6	7.8	9.4	19.2	10.5
	(4.1)	(6.0)	(8.6)	(14.5)	(4.5)	(7.5)	(9.5)	(7.4)	(5.2)	(5.0)	(11.5)	(8.4)
Number of respondents	169	47	39	19	106	63	40	62	67	98	33	38
Percentage with paid job earning an hourly rate of:												
< $3.00	25.5	10.3	35.9	19.2	16.6	36.3	53.9	15.4	21.6	29.4	5.8	29.3
	(6.1)	(6.4)	(11.6)	(14.8)	(5.8)	(11.9)	(14.1)	(8.6)	(8.8)	(8.2)	(8.0)	(13.9)
$3.00 to $3.99	56.9	60.0	37.5	76.0	63.9	48.5	37.7	75.1	45.8	60.9	60.3	43.1
	(7.0)	(10.4)	(11.7)	(16.0)	(7.5)	(12.4)	(13.7)	(10.3)	(10.6)	(8.8)	(16.7)	(15.1)
$4.00 to $4.99	9.5	19.6	13.4	0.0	7.2	12.4	2.7	2.8	21.6	4.3	19.1	17.0
	(4.1)	(8.4)	(8.2)	(0.0)	(4.0)	(8.2)	(4.5)	(3.9)	(8.8)	(3.6)	(13.4)	(11.5)
$5.00 or more	8.1	10.1	13.3	4.7	12.4	2.9	5.8	6.7	11.0	5.4	14.8	10.6
	(3.8)	(6.4)	(8.2)	(8.0)	(5.2)	(4.1)	(6.6)	(5.9)	(6.7)	(4.1)	(12.1)	(9.4)
Number of respondents	147	43	34	19	91	56	36	55	56	90	26	31
Average wage of employed youth	3.30	3.70	3.20	3.30	3.60	2.90	2.70	3.30	3.50	3.10	4.20	3.10
	(0.30)	(0.30)	(0.50)	(0.50)	(0.40)	(0.40)	(0.60)	(0.30)	(0.50)	(0.30)	(0.90)	(0.50)
Number of respondents	147	43	34	19	91	56	36	55	56	90	26	31

Source: Parent interviews

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

	Type of School Attended		Severity of Visual Impairment	
Employment Characteristics	Regular School	Special School	Partially Sighted	Blind
Percentage of youth working for pay in past year	47.8	50.0	56.0	38.1
	(4.5)	(5.7)	(5.2)	(6.2)
Number of respondents	377	289	286	244
Percentage of youth who currently had:				
No employment	51.2	48.0	46.8	51.5
	(4.4)	(5.8)	(5.1)	(6.4)
Volunteer work only	16.5	8.4	12.3	18.1
	(3.3)	(3.2)	(3.3)	(5.0)
Workstudy only	6.0	28.7	13.3	14.2
	(2.1)	(5.3)	(3.5)	(4.5)
Sheltered work only	2.1	6.9	2.6	5.6
	(1.3)	(2.9)	(1.6)	(3.0)
Part time competitive work	15.1	3.6	13.2	8.1
	(3.2)	(2.2)	(3.5)	(3.5)
Full time competitive work	9.1	4.5	11.8	2.5
	(2.6)	(2.4)	(3.3)	(2.0)
Number of respondents	378	290	286	246
Percentage of employed youth with:				
1 paid job	84.2	100	82.1	91.4
	(6.0)	(0.0)	(7.7)	(6.8)
2 or more paid jobs	15.8	0.0	17.9	8.6
	(6.0)	(0.0)	(7.7)	(6.8)
Number of respondents	101	50	73	48
Percentage with paid job earning an hourly rate of:				
< $3.00	22.5	47.9	14.5	46.3
	(7.2)	(15.7)	(7.5)	(13.3)
$3.00 to $3.99	56.7	41.0	61.0	49.0
	(8.5)	(15.5)	(10.5)	(13.3)
$4.00 to $4.99	11.2	5.3	10.7	2.9
	(5.4)	(7.0)	(6.6)	(4.4)
$5.00 or more	9.6	5.8	13.8	1.8
	(5.1)	(7.4)	(7.4)	(3.5)
Number of respondents	92	39	64	42
Average wage of employed youth	3.40	2.70	3.80	2.30
	(0.30)	(0.90)	(0.40)	(0.40)
Number of respondents	92	39	64	42

Source: Parent interviews

Table 43C: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS

Employment Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of youth working for pay in past year	41.1	48.3	56.7	43.0	53.1	32.1	40.8	49.4	52.9
	(6.7)	(6.4)	(5.2)	(5.1)	(4.6)	(7.9)	(5.6)	(6.2)	(5.5)
Number of respondents	164	197	285	208	436	70	232	240	250
Percentage of youth who currently had:									
No employment	58.4	49.7	45.1	62.2	46.3	56.6	58.8	51.1	43.1
	(6.7)	(6.4)	(5.2)	(5.0)	(4.6)	(8.4)	(5.6)	(6.2)	(5.5)
Volunteer work only	10.7	16.2	15.2	4.9	16.6	14.9	10.5	12.0	20.9
	(4.2)	(4.7)	(3.8)	(2.2)	(3.5)	(6.0)	(3.5)	(4.0)	(4.5)
Workstudy only	14.8	16.2	8.4	7.5	15.1	9.6	17.0	11.7	8.1
	(4.8)	(4.7)	(2.9)	(2.7)	(3.3)	(5.0)	(4.3)	(4.0)	(3.0)
Sheltered work only	3.7	2.7	3.6	4.2	4.1	1.3	3.0	2.5	6.4
	(2.6)	(2.1)	(2.0)	(2.1)	(1.8)	(2.0)	(2.0)	(1.9)	(2.7)
Part time competitive work	7.3	9.2	15.8	13.1	10.8	8.7	5.8	10.4	16.3
	(3.5)	(3.7)	(3.8)	(3.5)	(2.9)	(4.8)	(2.7)	(3.8)	(4.1)
Full time competitive work	5.1	6.0	11.9	8.1	7.1	8.9	4.9	12.3	5.2
	(3.0)	(3.0)	(3.4)	(2.8)	(2.4)	(4.8)	(2.5)	(4.1)	(2.5)
Number of respondents	163	197	285	208	439	70	232	240	249
Percentage of employed youth with:									
1 paid job	97.5	87.8	85.0	97.2	82.8	---	95.0	88.0	84.1
	(4.7)	(7.7)	(7.0)	(4.1)	(6.2)		(5.7)	(7.9)	(6.7)
2 or more paid jobs	2.5	12.2	15.0	2.8	17.2	---	5.0	12.0	15.9
	(4.7)	(7.7)	(7.0)	(4.1)	(6.2)		(5.7)	(7.9)	(6.7)
Number of respondents	28	43	78	46	109	12	35	54	76
Percentage with paid job earning an hourly rate of:									
< $3.00	2.8	22.9	33.7	9.2	36.9	---	19.2	21.6	35.9
	(5.6)	(10.7)	(9.6)	(7.8)	(8.6)		(11.4)	(10.7)	(9.6)
$3.00 to $3.99	82.4	61.7	47.2	81.3	41.9	---	66.9	66.1	40.1
	(12.8)	(12.4)	(10.2)	(10.5)	(8.8)		(13.6)	(12.3)	(9.8)
$4.00 to $4.99	14.8	4.2	8.5	6.0	9.8	---	6.4	7.1	11.8
	(11.9)	(5.2)	(5.7)	(6.4)	(5.3)		(7.1)	(6.7)	(6.5)
$5.00 or more	0.0	11.1	10.6	3.4	11.4	---	7.5	5.2	12.2
	(0.0)	(8.0)	(6.3)	(4.9)	(5.7)		(7.6)	(5.8)	(6.5)
Number of respondents	23	37	72	40	94	11	29	48	66
Average wage of employed youth	3.40	3.60	3.20	3.40	3.20	---	3.30	3.40	3.10
	(0.20)	(0.70)	(0.30)	(0.20)	(0.40)		(0.40)	(0.50)	(0.40)
Number of respondents	23	37	72	40	94	11	29	48	66

Source: Parent interviews

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Continued)

		Community			Gender		Age in 1987			School Status		
Employment Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of employed youth working at:												
Lawn work or odd jobs	5.5	2.7	5.9	12.5	9.1	1.0	8.5	8.8	0.0	6.7	8.2	0.0
	(3.3)	(3.7)	(6.7)	(12.5)	(5.0)	(2.5)	(8.5)	(7.0)	(0.0)	(4.9)	(8.2)	(0.0)
Waiter/waitress, busboy, cook	16.0	16.3	9.6	30.0	10.7	22.6	11.2	20.2	13.8	14.8	30.5	6.7
	(5.3)	(8.4)	(8.3)	(17.4)	(5.4)	(10.4)	(9.6)	(9.9)	(7.2)	(7.0)	(13.8)	(7.2)
Babysitting/child care	15.8	10.6	24.9	16.2	5.8	28.5	42.4	6.2	11.5	19.0	3.0	18.0
	(5.3)	(7.1)	(12.2)	(14.0)	(4.1)	(11.2)	(15.1)	(6.0)	(6.7)	(7.7)	(5.1)	(11.0)
Farm/agricultural work	0.2	0.0	0.0	0.9	0.4	0.0	1.1	0.0	0.0	0.4	0.0	0.0
	(0.7)	(0.0)	(0.0)	(3.6)	(1.1)	(0.0)	(3.1)	(0.0)	(0.0)	(1.2)	(0.0)	(0.0)
Factory work	11.5	4.9	9.1	3.1	9.0	14.7	3.4	10.9	16.8	6.4	8.8	27.6
	(4.6)	(4.9)	(8.1)	(6.6)	(5.0)	(8.8)	(5.5)	(7.7)	(7.9)	(4.8)	(8.5)	(12.8)
Skilled trade	3.1	1.3	4.5	0.0	5.6	0.0	0.0	0.7	7.7	0.5	4.8	8.7
	(2.5)	(2.6)	(5.9)	(0.0)	(4.0)	(0.0)	(0.0)	(2.1)	(5.6)	(1.4)	(6.4)	(8.0)
Other manual labor	27.0	20.2	25.5	36.6	34.4	17.6	14.0	35.9	24.2	34.1	19.4	14.4
	(6.4)	(9.2)	(12.3)	(18.2)	(8.3)	(9.4)	(10.6)	(11.8)	(9.0)	(9.3)	(11.9)	(10.0)
Sales, store clerk, cashier	2.3	1.8	5.0	0.0	2.5	2.0	3.4	1.8	2.2	2.5	3.0	1.2
	(2.2)	(3.0)	(6.2)	(0.0)	(2.7)	(3.5)	(5.5)	(3.3)	(3.1)	(3.0)	(5.1)	(3.1)
Office/clerical work	12.2	25.3	16.3	1.5	11.3	13.2	12.5	9.7	14.9	10.7	9.1	18.8
	(4.7)	(10.0)	(10.4)	(4.6)	(5.5)	(8.4)	(10.1)	(7.3)	(7.5)	(6.1)	(8.6)	(11.2)
Hospital work/health care	1.7	5.7	0.0	0.0	1.6	1.8	0.0	0.0	4.7	0.0	7.3	1.6
	(1.9)	(5.3)	(0.0)	(0.0)	(2.2)	(3.3)	(0.0)	(0.0)	(4.4)	(0.0)	(7.8)	(3.6)
Other	10.3	22.8	8.1	0.0	14.9	4.5	10.1	9.1	11.9	9.7	12.1	10.6
	(4.4)	(9.6)	(7.7)	(0.0)	(6.2)	(5.2)	(9.2)	(7.1)	(6.8)	(5.8)	(9.8)	(8.8)
Number of respondents	161	44	39	18	101	60	39	59	63	94	32	35
Of youth working for pay, percentage working:												
< 10 hours/week	18.1	24.5	25.0	17.2	14.8	22.4	46.4	8.8	12.7	23.3	8.5	11.8
	(5.1)	(8.8)	(9.8)	(14.2)	(5.1)	(9.9)	(13.2)	(6.4)	(6.6)	(7.3)	(8.3)	(9.1)
10 to 21 hours/week	22.0	30.3	29.4	9.5	25.2	18.0	28.4	19.2	21.7	24.0	14.2	23.3
	(5.5)	(9.4)	(10.4)	(11.0)	(6.3)	(9.1)	(11.9)	(8.9)	(8.2)	(7.4)	(10.4)	(12.0)
22 to 34 hours/week	16.3	23.3	19.9	9.6	22.2	8.8	5.5	22.5	15.3	18.5	13.3	12.8
	(4.9)	(8.6)	(9.1)	(11.1)	(6.0)	(6.7)	(6.0)	(9.4)	(7.1)	(6.7)	(10.1)	(9.5)
35 hours/week or more	43.6	21.9	25.8	63.7	37.9	50.9	19.8	49.5	50.3	34.2	63.9	52.2
	(6.5)	(8.4)	(10.0)	(18.0)	(7.0)	(11.9)	(10.5)	(11.2)	(9.9)	(8.2)	(14.3)	(14.2)
Number of respondents	164	46	38	19	104	60	39	61	64	96	32	36
Average hours per week worked by paid workers	25.8	21.7	21.9	27.9	26.3	25.2	16.1	28.6	28.2	23.0	31.8	28.6
	(2.0)	(3.0)	(3.8)	(5.2)	(2.3)	(3.5)	(4.9)	(2.7)	(2.6)	(2.7)	(3.4)	(3.6)
Number of respondents	164	46	38	19	104	60	39	61	64	96	32	36

Source: Parent interviews

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Continued)

	Type of School Attended		Severity of Visual Impairment	
Employment Characteristics	Regular School	Special School	Partially Sighted	Blind
Percentage of employed youth working at:				
Lawn work or odd jobs	7.3	1.6	9.9	0.0
	(4.6)	(3.5)	(6.3)	(0.0)
Waiter/waitress, busboy, cook	17.6	4.1	12.5	11.2
	(6.8)	(5.6)	(6.9)	(9.4)
Babysitting/child care	17.9	8.5	14.5	14.0
	(6.8)	(7.8)	(7.4)	(10.3)
Farm/agricultural work	0.3	0.0	0.5	0.0
	(1.0)	(0.0)	(1.4)	(0.0)
Factory work	5.9	29.9	6.5	27.9
	(4.2)	(12.9)	(5.2)	(13.3)
Skilled trade	2.0	5.7	4.7	0.0
	(2.5)	(6.5)	(4.4)	(0.0)
Other manual labor	26.5	32.9	35.1	15.8
	(7.8)	(13.2)	(10.0)	(10.8)
Sales, store clerk, cashier	2.4	2.8	1.1	4.4
	(2.7)	(4.7)	(2.2)	(6.1)
Office/clerical work	13.8	4.7	7.7	23.0
	(6.1)	(5.9)	(5.6)	(12.5)
Hospital work/health care	1.9	1.8	2.8	1.5
	(2.4)	(3.7)	(3.4)	(3.6)
Other	11.7	9.7	12.8	7.4
	(5.7)	(8.3)	(7.0)	(7.8)
Number of respondents	98	47	71	45
Of youth working for pay, percentage working:				
< 10 hours/week	23.1	5.9	16.6	18.0
	(7.0)	(6.3)	(7.5)	(9.7)
10 to 21 hours/week	23.0	15.2	22.6	17.5
	(7.0)	(9.6)	(8.4)	(9.6)
22 to 34 hours/week	16.5	15.9	12.7	27.4
	(6.1)	(9.8)	(6.7)	(11.3)
35 hours/week or more	37.4	63.0	48.0	37.1
	(8.0)	(12.9)	(10.0)	(12.2)
Number of respondents	99	48	72	45
Average hours per week worked by paid workers	23.7	32.1	26.8	25.7
	(2.5)	(3.1)	(2.9)	(3.8)
Number of respondents	99	48	72	45

Source: Parent interviews

Table 43C: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Employment Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of employed youth working at:									
Lawn work or odd jobs	3.1	3.2	9.8	3.0	7.5	---	0.0	7.0	7.9
	(6.1)	(4.9)	(6.1)	(3.8)	(5.0)		(0.0)	(6.7)	(5.6)
Waiter/waitress, busboy, cook	11.3	23.1	18.2	9.9	19.4	---	17.1	24.1	8.6
	(11.0)	(11.6)	(7.9)	(6.7)	(7.6)		(11.6)	(11.2)	(5.8)
Babysitting/child care	4.0	12.7	27.2	11.4	20.0	---	11.5	14.9	20.9
	(6.8)	(9.2)	(9.1)	(7.1)	(7.7)		(9.9)	(9.3)	(8.4)
Farm/agricultural work	0.0	0.0	0.5	0.0	0.4	---	0.0	0.0	0.6
	(0.0)	(0.0)	(1.5)	(0.0)	(1.2)		(0.0)	(0.0)	(1.6)
Factory work	9.2	9.4	8.1	2.4	15.4	---	8.0	5.9	20.5
	(10.0)	(8.0)	(5.6)	(3.5)	(6.9)		(8.4)	(6.2)	(8.3)
Skilled trade	2.6	8.7	1.3	3.5	3.3	---	7.8	3.0	0.8
	(5.5)	(7.7)	(2.3)	(4.1)	(3.4)		(8.3)	(4.5)	(1.9)
Other manual labor	41.7	27.1	16.8	47.7	17.4	---	28.6	33.2	15.9
	(17.1)	(12.2)	(7.7)	(11.2)	(7.3)		(14.0)	(12.4)	(7.6)
Sales, store clerk, cashier	0.0	3.2	0.6	1.4	2.1	---	1.5	1.1	2.6
	(0.0)	(4.9)	(1.6)	(2.7)	(2.7)		(3.7)	(2.8)	(3.3)
Office/clerical work	9.4	15.0	12.9	11.1	10.3	---	8.2	6.3	19.4
	(10.2)	(9.8)	(6.9)	(7.1)	(5.8)		(8.5)	(6.4)	(8.2)
Hospital work/health care	0.0	0.0	1.9	0.0	2.8	---	0.0	2.1	2.5
	(0.0)	(0.0)	(2.8)	(0.0)	(3.2)		(0.0)	(3.8)	(3.2)
Other	21.8	5.3	7.2	12.6	8.0	---	17.3	7.0	10.6
	(14.3)	(6.2)	(5.3)	(7.5)	(5.2)		(11.7)	(6.7)	(6.4)
Number of respondents	25	43	75	44	103	12	32	53	72
Of youth working for pay, percentage working:									
< 10 hours/week	14.4	12.4	26.9	8.7	22.8	---	16.3	15.5	23.5
	(10.8)	(7.7)	(8.9)	(7.1)	(7.0)		(9.6)	(9.0)	(8.0)
10 to 21 hours/week	25.1	25.4	20.5	24.9	22.0	---	18.0	17.2	30.2
	(13.3)	(10.2)	(8.1)	(11.0)	(6.9)		(10.0)	(9.3)	(8.6)
22 to 34 hours/week	21.4	19.8	9.1	26.6	11.8	---	20.5	11.7	13.5
	(12.6)	(9.3)	(5.8)	(11.2)	(5.4)		(10.5)	(8.0)	(6.4)
35 hours/week or more	39.2	42.4	43.5	39.8	43.5	---	45.1	55.6	32.8
	(15.0)	(11.6)	(9.9)	(12.4)	(8.3)		(13.0)	(12.3)	(8.8)
Number of respondents	27	43	74	44	106	12	35	52	73
Average hours per week worked by paid workers	25.8	27.0	23.5	27.1	24.8	---	27.5	28.1	22.5
	(3.9)	(3.2)	(3.2)	(2.4)	(2.8)		(3.4)	(3.5)	(3.1)
Number of respondents	27	43	74	44	106	12	35	52	73

Source: Parent interviews.

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

Employment Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of those currently working for pay, percentage working at current job:												
< 1 month	20.3	32.2	12.9	15.5	23.7	15.9	17.7	27.6	13.2	20.5	32.5	9.6
	(5.3)	(9.6)	(7.5)	(13.6)	(6.1)	(8.7)	(10.1)	(10.0)	(6.6)	(7.0)	(13.7)	(8.2)
1 to 3 months	36.9	34.6	38.0	42.7	35.4	38.9	21.3	48.0	32.7	46.6	14.8	29.4
	(6.3)	(9.7)	(10.9)	(18.5)	(6.9)	(11.6)	(10.9)	(11.2)	(9.2)	(8.6)	(10.4)	(12.8)
> 3 months to 6 months	17.5	12.0	18.8	15.7	18.8	15.7	14.5	12.7	24.7	12.3	14.5	33.9
	(5.0)	(6.6)	(8.8)	(13.6)	(5.6)	(8.6)	(9.3)	(7.4)	(8.4)	(5.7)	(10.3)	(13.3)
> 6 months	25.3	21.2	30.3	26.2	22.1	29.5	46.5	11.8	29.3	20.6	38.2	27.2
	(5.7)	(8.4)	(10.3)	(16.5)	(6.0)	(10.8)	(13.3)	(7.2)	(8.9)	(7.0)	(14.2)	(12.5)
Number of respondents	167	46	39	19	106	61	39	62	66	97	33	37
Of those ever employed for pay, percentage with longest time at a paid job:												
3 months or less	55.9	65.8	56.2	50.5	54.1	58.1	57.4	65.3	42.9	67.5	38.2	40.4
	(5.0)	(7.3)	(9.9)	(17.6)	(5.9)	(8.5)	(10.5)	(7.9)	(7.6)	(6.4)	(9.5)	(11.3)
> 3 months to 6 months	15.8	10.7	17.2	11.4	17.5	13.7	10.0	13.8	21.8	13.9	14.2	23.2
	(3.7)	(4.8)	(7.5)	(11.2)	(4.5)	(5.9)	(6.4)	(5.7)	(6.4)	(4.7)	(6.8)	(9.7)
> 6 months to 12 months	15.5	11.7	15.5	16.9	15.8	15.1	9.3	13.9	21.2	6.9	32.6	22.1
	(3.7)	(5.0)	(7.2)	(13.2)	(4.3)	(6.2)	(6.1)	(5.7)	(6.3)	(3.5)	(9.2)	(9.6)
> 12 months	12.9	11.7	11.1	21.2	12.7	13.2	23.3	7.0	14.2	11.7	15.0	14.2
	(3.4)	(5.0)	(6.3)	(14.4)	(4.0)	(5.8)	(8.9)	(4.2)	(5.4)	(4.4)	(7.0)	(8.0)
Number of respondents	275	83	62	22	171	104	59	111	105	156	66	53
Average months kept:												
Longest paid job	7.4	6.9	7.3	9.1	7.4	7.3	8.4	6.1	8.4	6.0	9.6	9.0
	(1.2)	(2.0)	(2.7)	(3.6)	(1.5)	(2.1)	(2.6)	(1.9)	(1.8)	(1.6)	(2.3)	(2.7)
Present paid job	6.8	5.2	7.7	7.7	6.2	7.5	11.7	5.1	5.9	6.7	8.3	5.8
	(1.5)	(1.8)	(3.4)	(4.0)	(1.7)	(2.7)	(3.5)	(2.8)	(1.3)	(2.2)	(3.2)	(1.5)
Number of respondents	167	46	39	19	106	61	39	62	66	97	33	37
Percentage of unemployed youth leaving last job by												
Quitting	11.7	23.1	12.1	---	18.1	2.7	17.5	11.9	7.6	10.7	16.4	7.3
	(5.3)	(10.1)	(11.1)		(8.5)	(4.0)	(13.5)	(8.4)	(6.6)	(7.2)	(9.4)	(10.6)
Being fired	5.0	5.3	3.8	--	3.1	7.6	4.9	2.8	8.5	2.8	12.8	0.0
	(3.6)	(5.3)	(6.5)		(3.8)	(6.5)	(7.6)	(4.3)	(6.9)	(3.8)	(8.4)	(0.0)
Being laid off	10.3	12.1	7.3	---	10.3	10.2	9.2	8.0	14.6	7.1	12.4	19.6
	(5.0)	(7.8)	(8.8)		(6.7)	(7.4)	(10.2)	(7.0)	(8.7)	(6.0)	(8.3)	(16.3)
Ending temporary work	73.1	59.5	76.8	---	68.5	79.5	68.5	77.3	69.3	79.5	58.4	73.1
	(7.3)	(11.7)	(14.3)		(10.2)	(9.9)	(16.5)	(10.8)	(11.4)	(9.4)	(12.4)	(18.2)
Number of respondents	111	36	24	4	67	44	20	50	41	60	35	16
Percentage of employed youth fired in the past year	1.1	1.4	0.8	0.0	0.8	1.5	0.5	0.8	1.9	0.4	4.0	1.1
	(0.7)	(1.2)	(1.4)	(0.0)	(0.8)	(1.3)	(0.9)	(1.0)	(1.4)	(0.5)	(3.0)	(1.7)
Number of respondents	740	231	136	44	427	313	207	265	268	503	127	110

Source: Parent interviews.

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

	Type of School Attended		Severity of Visual Impairment	
Employment Characteristics	Regular School	Special School	Partially Sighted	Blind
Of those currently working for pay, percentage working at current job:				
< 1 month	19.5	25.9	20.4	25.2
	(6.5)	(11.6)	(8.1)	(10.7)
1 to 3 months	37.9	33.6	38.8	29.8
	(8.0)	(12.5)	(9.8)	(11.3)
> 3 months to 6 months	15.6	21.8	13.7	22.4
	(6.0)	(10.9)	(6.9)	(10.3)
> 6 months	27.0	18.7	27.0	22.5
	(7.3)	(10.3)	(8.9)	(10.3)
Number of respondents	100	49	72	47
Of those ever employed for pay, percentage with longest time at a paid job:				
3 months or less	57.5	50.9	55.9	51.9
	(6.5)	(9.1)	(7.6)	(9.7)
> 3 months to 6 months	13.2	21.5	11.9	20.2
	(4.4)	(7.5)	(4.9)	(7.8)
> 6 months to 12 months	14.8	17.7	17.9	19.7
	(4.6)	(7.0)	(5.9)	(7.7)
> 12 months	14.5	9.9	14.3	8.2
	(4.6)	(5.4)	(5.4)	(5.3)
Number of respondents	158	87	126	74
Average months kept:				
Longest paid job	7.9	6.7	8.0	6.5
	(1.7)	(1.9)	(1.9)	(2.1)
Present paid job	7.1	6.4	6.7	6.7
	(1.9)	(3.0)	(2.1)	(3.2)
Number of respondents	100	49	72	47
Percentage of unemployed youth leaving last job by				
Quitting	12.8	1.7	9.0	9.2
	(7.4)	(2.9)	(6.8)	(8.6)
Being fired	4.3	2.3	1.4	0.0
	(4.5)	(3.4)	(2.8)	(0.0)
Being laid off	8.2	12.1	12.4	5.1
	(6.1)	(7.4)	(7.8)	(6.5)
Ending temporary work	74.7	83.9	77.3	85.7
	(9.7)	(8.4)	(10.0)	(10.4)
Number of respondents	59	40	53	30
Percentage of employed youth fired in the past year	1.0	0.3	0.7	0.0
	(0.9)	(0.6)	(0.9)	(0.0)
Number of respondents	379	291	289	245

Source: Parent interviews

Table 43C: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Employment Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of those currently working for pay, percentage working at current job:									
< 1 month	30.5	24.3	15.6	29.9	15.7	---	37.6	19.5	12.7
	(14.2)	(10.0)	(7.1)	(11.5)	(6.0)		(12.6)	(9.6)	(6.2)
1 to 3 months	47.9	40.7	35.2	43.2	33.3	---	44.4	43.4	28.7
	(15.4)	(11.5)	(9.4)	(12.4)	(7.8)		(13.0)	(12.1)	(8.5)
> 3 months to 6 months	6.0	13.8	14.2	10.3	20.3	---	9.6	7.2	26.5
	(7.3)	(8.1)	(6.9)	(7.6)	(6.7)		(7.7)	(6.3)	(8.3)
> 6 months	15.6	21.3	35.1	16.6	30.7	---	8.4	29.8	32.1
	(11.2)	(9.6)	(9.4)	(9.3)	(7.6)		(7.2)	(11.1)	(8.7)
Number of respondents	27	43	77	45	108	12	35	54	74
Of those ever employed for pay, percentage with longest time at a paid job:									
3 months or less	72.8	64.7	47.1	68.1	51.1	58.7	79.2	55.9	44.2
	(10.1)	(9.0)	(7.6)	(8.8)	(6.4)	(17.3)	(8.3)	(9.1)	(7.4)
> 3 months to 6 months	8.7	10.5	15.6	13.4	16.8	16.2	6.3	8.3	25.8
	(6.4)	(5.8)	(5.5)	(6.4)	(4.8)	(12.9)	(5.0)	(5.1)	(6.5)
> 6 months to 12 months	9.0	12.6	21.3	11.0	16.7	21.4	4.4	18.7	19.7
	(6.5)	(6.2)	(6.3)	(5.9)	(4.7)	(14.4)	(4.2)	(7.2)	(5.9)
> 12 months	9.5	12.1	16.0	7.5	15.4	3.7	10.0	17.1	10.3
	(6.7)	(6.1)	(5.6)	(4.9)	(4.6)	(6.6)	(6.2)	(6.9)	(4.5)
Number of respondents	46	73	131	73	182	18	62	88	120
Average months kept:									
Longest paid job	4.6	7.1	8.9	5.4	8.1	---	4.8	8.6	7.4
	(1.9)	(2.5)	(1.8)	(1.7)	(1.6)		(2.0)	(2.4)	(1.6)
Present paid job	3.8	5.6	9.2	3.3	8.8	---	3.0	7.7	8.3
	(2.3)	(2.7)	(2.6)	(1.1)	(2.3)		(1.7)	(3.0)	(2.3)
Number of respondents	27	43	77	45	108	12	35	54	74
Percentage of unemployed youth leaving last job by:									
Quitting	0.0	12.1	18.5	13.2	9.4	---	9.8	16.2	8.0
	(0.0)	(9.9)	(9.4)	(8.4)	(6.0)		(10.3)	(9.9)	(6.7)
Being fired	3.8	4.3	1.4	4.5	4.4	---	0.0	1.7	11.6
	(7.1)	(6.1)	(2.8)	(5.2)	(4.2)		(0.0)	(3.5)	(7.9)
Being laid off	12.9	14.0	7.5	14.1	9.7	---	7.7	19.5	5.4
	(12.6)	(10.5)	(6.4)	(8.6)	(6.1)		(9.3)	(10.6)	(5.6)
Ending temporary work	83.4	69.7	72.6	68.2	76.5	---	82.5	62.6	74.9
	(14.0)	(13.9)	(10.8)	(11.5)	(8.7)		(13.2)	(13.0)	(10.7)
Number of respondents	20	30	55	28	76	6	29	35	46
Percentage of employed youth fired in the past year	0.5	1.0	1.1	0.5	1.3	1.3	0.0	1.3	2.3
	(0.9)	(1.3)	(1.1)	(0.8)	(1.1)	(1.9)	(0.0)	(1.4)	(1.6)
Number of respondents	164	197	285	208	436	70	232	240	250

Source: Parent interviews

Appendix A

APPENDIX A

This appendix provides additional information to aid the reader in interpreting data related to two kinds of variables presented in the almanacs: variables potentially subject to bias, and variables created by combining two sources of information. Variables in each of these categories, along with references to the tables in which they appear, are discussed below.

Variables Potentially Subject to Bias

Measured IQ (Table 4)

IQ scores were taken from students' school records for their most recent year in secondary school and recorded on the school record abstract form in response to the following item:

> "What overall test score or IQ score did the student receive on the test indicated in Question 12? If the IQ or overall test score is not given, indicate the mental age or grade equivalent score if provided.

IQ data were not available for all youth and the fraction of students for whom IQ scores were available varied considerably for youth in different disability categories. For example, IQ scores were present in school records for 86% of youth classified as mentally retarded and for 84% of those classified as learning disabled, but for only 47% of youth with other health impairments and 50% of youth with speech impairments. The relatively high rate of missing data for youth in some categories raised the question of whether available IQ scores were systematically biased downward. Were scores available more frequently for youth for whom normal IQ was questioned, i.e., those at the lower end of the normal intelligence scale? Perhaps IQ tests were not as routinely given for youth for whom there was little question of at least normal IQ.

To address this issue, the functional ability levels were compared for youth with and without IQ scores in each disability category. To the extent that functional ability correlates with measured intelligence ($r=.54$; $p<.001$), if the hypothesized bias were present, lower functional ability scores would be observed for youth with IQ scores and higher functional ability scores for youth without IQ data. Examination of the functional mental skills scale scores for the majority of youth--those classified as emotionally disturbed, hard of hearing, learning disabled, and visually impaired--revealed no significant differences between youth with and without IQ test scores, indicating an absence of bias for youth in those categories. However, youth classified as orthopedically impaired, other health impaired, and speech impaired with IQ data had significantly lower functional mental skills scale scores than those for whom IQ data were not available (p<.05). Thus, there appears to be some downward bias in the IQ scores for youth in these categories. However, an opposite relationship of functional abilities and IQ was observed for youth in the deaf/blind, multiply handicapped, and mentally retarded categories. For these youth, functional abilities were significantly higher for those with IQ scores (p<.001). For these categories, an upward bias in IQ scores is apparent.

One possible explanation for the systematic differences is that some districts may have tested only those youth with orthopedic impairments, speech impairments, and other health impairments who were having explicit educational performance difficulties or for whom mental retardation was suspected. At the same time, it is likely that lower functioning youth classified as deaf/blind, multiply handicapped, or mentally retarded were not able to be tested accurately, while testing of higher functioning youth in these categories was important to ascertain their academic potential.

Differences in abilities only partially explain why scores were available only for some youth. In all disability categories, scores were available for some youth at all functional levels. The most likely explanation for this seemingly random component of the availability of IQ scores is variation in school and district practices in the extent to which IQ testing is conducted as part of special education assessment procedures.

Self-Care Skills (Table 5)

These questions were asked only of parents of youth who were classified as mentally retarded, visually impaired, deaf, orthopedically impaired, other health impaired, multiply handicapped, or deaf/blind. They were not asked of parents of youth who were classified as learning disabled, emotionally disturbed, speech impaired, or hard of hearing, with no other disabilities because such disabilities were assumed not to interfere in most cases with the performance of the basic self-care skills being investigated. Youth in these categories were assigned a value corresponding to "very well" for each item, which would sum to a score of 12 (high) on the corresponding scale. If the skills of youth in these categories were actually lower, the reported self-care skills scores would overestimate abilities.

Assistive Devices (Table 7)

Items related to assistive devices were not asked of parents of youth in all disability categories in an effort to reduce the burden of the interview and because some devices were assumed to be inappropriate to some kinds of disabilities. Items related to assistive devices for the hearing impaired (telecommunications devices, telephone amplifier, hearing aid, closed captioned TV, other hearing assistance) were asked only of parents of youth who were reported as deaf, hard of hearing, deaf/blind, or multiply handicapped as a primary or additional disability by the school/district or parent. Assistive devices related to mobility (wheel chair, crutches, cane, walker, changes to the car, prosthetics, orthotics, computer designed to aid mobility, other devices to aid mobility) were asked only of parents of youth who were reported as orthopedically impaired, other health impaired, or multiply handicapped as a primary or additional disability by the school/district or parent. Assistive devices related to vision (seeing eye dog, Braille or large print readers, opticon/optical scanner, computers to aid vision, other vision assistance) were asked only of parents of youth reported as visually impaired, deaf/blind, or multiply handicapped as a primary or additional disability by the school/district or parent. Youth whose parents were not asked directly about assistive devices were coded as not using the devices, assuming they were inappropriate to the disabilities of the youth. If some youth actually used the devices, but parents were not asked the items, the data reported would underestimate use of assistive devices.

Receipt of Physical Therapy/Mobility Training (Tables 28, 34)

Items related to receipt of physical therapy or mobility training in the parent interview were not asked of parents of youth who were reported as learning disabled, emotionally disturbed, or speech impaired, with no other additional disabilities in an effort to reduce the burden of the interview and because the service was considered inappropriate to those disabilities. Youth with those disabilities were coded as not receiving the service. If youth with those disabilities actually had received the service, data would underestimate service receipt.

Grade Point Average (Table 36)

Grade point average is calculated on a 4-point scale, with a grade of A assigned 4 points, B assigned 3 points, C assigned 2 points, D assigned 1 point, and failed courses assigned no value. Grades of "pass" or "satisfactory" were coded as equivalent to a "C," "failure" or "unsatisfactory" were coded as equivalent to an "F."Points are summed and divided by the total number of courses, including those failed.

There is some reason to suspect that the grades abstracted from students' records may overestimate grade performance for two reasons. First, not all students received grades. Second, there are potential biases apparent in the reporting of grades for some students who received them. Each source of potential bias is discussed below.

Students Who Did Not Receive Grades--NLTS data reveal that 11% of students with disabilities did not receive grades in any courses in their most recent year in secondary school. As shown in Table A-1, the receipt of grades is strongly associated with the nature and severity of students' disabilities. For example, more than half of students with low functional mental skills did not receive grades (55%), compared with only 4% of students with high functional mental skills.

Hence, course grades "cream" the special education student population by eliminating students with more severe disabilities and lower functional skills. For example, because the students who received grades were the more capable special education students, we would expect grades to be generally higher and more similar to regular education students than would be the case if all special education students were considered.

Table A-1
STUDENTS WITH DISABILITIES WHO DID NOT RECEIVE COURSE GRADES IN THEIR MOST RECENT SCHOOL YEAR

	Students Who Did Not Receive Grades		
Student Characteristics	%	S.E.	N
Total	10.8	1.0	5591
Primary disability category			
Learning disabled	4.8	1.1	821
Emotionally disturbed	8.7	1.8	502
Speech impaired	4.3	1.5	379
Mentally retarded	24.0	2.0	846
Visually impaired	10.4	2.5	548
Hard of hearing	1.5	1.0	513
Deaf	11.1	2.0	683
Orthopedically impaired	14.9	2.7	458
Other health impaired	9.6	2.6	284
Multiply handicapped	56.1	4.0	491
Deaf/blind	78.1	6.8	66
Functional mental skills*			
Low	54.9	5.3	548
Medium	11.5	1.9	1724
High	3.6	1.0	1962
Student assigned to grade level			
Yes	5.1	.8	4619
No	65.7	3.6	941
Student attended:			
Special school for students with disabilities	54.5	3.9	1529
Regular secondary school	6.9	.8	4052

---

* Parents rated on a 4-point scale youths' abilities to tell time on a clock with hands, look up telephone numbers and use the phone, count change, and read common signs. Ratings were summed to create a scale ranging from 4 to 16. High ability is defined as a scale value of 15 or 16.

Source: Grade data from students' school records. Functional abilities from parent interviews.

Potential Reporting Bias--For students who were taking a single course for two semesters and received two different grades, data abstractors recruited in schools were instructed to record the grade received in the most recent semester. However, when transcripts were obtained for a subsample of students and compared to grades reported by data abstractors on the record abstract forms, 34% of the 157 cases reviewed showed discrepancies between transcript grades and record abstract grades. The majority of these cases involved abstractors reporting the higher of two grades received for two-semester courses, rather than the most recent grade. Generally only one course per student was involved in a grade discrepancy and the grade change was virtually always only 1 grade point (i.e., a B reported as the higher grade when a C was the most recent grade). This degree of overestimation of the GPA for a given student with 7 graded courses would be .14 (i.e., the difference between a GPA of 3.0 and a GPA of 2.86). If this overestimation affected one-third of the full sample, as it did of the cases validated, it would result in a GPA overestimation of .05 for the full sample. However, because the subsample used for this comparison was small and included students from only four disability groups, it is unknown to what extent this tendency to record the more favorable grade rather than the most recent grade pervades the grade data reported here for the full sample. Further, in a handful of cases, failed courses were not included on the record abstract form because students received no credit for them. Hence, the grade data may paint a somewhat rosier picture of grade performance than students actually achieved; GPAs may actually have been marginally lower and failure rates marginally higher than those reported.

Alterations Made to the Home (Table 38)

The item related to whether alterations had been made to the youth's home to accommodate a disability were asked only of parents of youth who were reported as deaf/blind, visually impaired, orthopedically impaired, other health impaired, or multiply handicapped, as a primary or secondary disability by the school/district or parent. Parents of youth with other disabilities were not asked the item in an effort to reduce the burden of the interview and because such alterations were considered inappropriate to those disabilities. Youth with other disabilities were coded as not having had the alternations. If youth with other disabilities actually had the alterations, data would underestimate their frequency.

Variables Constructed from Multiple Sources

Secondary School Enrollment Status (All Tables)

Because the NLTS focuses on the time when youth move from secondary school into more adult experiences, the status of youth relative to secondary school is critical. The NLTS classifies youth into three categories based on their secondary school enrollment status:

- In secondary school
- Out of secondary school less than 1 year
- Out of secondary school from 1 to 2 years.

Secondary school enrollment status is based on data from two sources: the parent interview and/or school record abstract.

For 26% of youth, secondary school status is based on parent reports alone because no school record abstract was obtained. The parent interview nvolves data from two items:

A10 "Has (NAME) been enrolled in a junior or senior high school (or special school) in the past 12 months?"

A12 Is (NAME) now enrolled, or will she/he be enrolled in the fall in (junior or senior high school/this special) school?"

A youth is coded as in school if the parent responded positively to A12. A youth is coded as out of school less than 1 year if the parent responded positively to A10 but negatively to A12. The youth is coded as out of school from 1 to 2 years if the parent responded negatively to both items.

For 14% of youth, secondary school enrollment status is based on information from school records alone because no parent interview could be completed. The school record abstract reports data from the student's most recent school year. Students whose most recent school year was 1985-86 were coded as out of school 1 to 2 years as of the 1987 interview. Students whose most recent school year was 1986-87 and who were reported as completing the school year by being promoted or not (as opposed to codes indicating the student had left school; e.g., graduated, aged out, suspended, incarcerated) were coded as in secondary school. Those whose most recent school year was 1986-87 but who were reported as graduating, dropping out, aging out, being suspended/expelled or incarcerated/institutionalized, or who had withdrawn, moved, or transferred were coded as out of secondary school less than 1 year.

For 60% of youth, both the parent interview and school record abstracts were available as sources for secondary school enrollment status. Of these youth, parents and school records agreed on the school enrollment status of 4084 youth (82%), with the greatest agreement (97%) apparent for students still enrolled in secondary school. There was agreement in 77% of cases that youth were out of school, but less agreement as to the length of time they had been out of secondary school. The following decision rules were used to resolve discrepancies:

- Parent reports of youth being in secondary school were accepted if 1986-87 school records indicated the youth had withdrawn, moved, dropped out, or been institutionalized or incarcerated, assuming the parent was reporting enrollment in a different program in the summer or fall than had been attended during the previous school year.

- If the parent indicated the youth had left school up to a year earlier, and the school record indicated the student had been enrolled in the 1986-87 school year and completed the school year (whether or not promoted to the next grade level), the parent report of the youth being out of school up to 1 year was accepted, assuming the parent was reporting school completion (i.e., dropping out or graduating) that occurred after the end of the school year.

- If the parent indicated the youth had left school more than 1 year ago, but school records indicated enrollment in the 1986-87 school year, students were coded as out of school up to 1 year.

- If the parent reported the youth was still in school, but a school record indicated the youth had graduated or aged out, or if the youth was beyond secondary school age, the youth was coded as having been out of school, assuming the parent was mistakenly reporting school enrollment at a postsecondary school. If the school record was from 1985-86, the youth was coded as out of school 1 to 2 years; if the record was from 1986-87, the youth was coded as out of school up to 1 year.

- If the parent reported the youth was out of school up to 1 year, and the most recent school record abstract was for 1985-86 and indicated the student completed the school year (whether or not promoted), the parent report was accepted, assuming the student had enrolled in the 1985-86 summer or the 1986-87 school year in a different program and left in 1986-87.

- If the parent reported the student had been out of school 1 to 2 years and the school record from 1985-86 school year indicated the student had completed the year, the parent report was accepted, assuming the student had not returned to school in 1986-87.

Attended Special School for Students with Disabilities (Table 9)

Two sources of data were used to determine whether a student attended a special school serving only students with disabilities: the school record and the Survey of Secondary Special Education Programs.

The survey item asked:

> "Which of the following best describes your school?"
> Response categories included, among others, "School that only serves handicapped or disabled students."

The school record item asked:

> "What are all of the settings in which this student received educational services in the school year indicated on the cover sheet?"
> Response categories included, among others, "special school for the disabled."

Enrollment status for 16% of cases was based on the survey alone, and 6% were based on the abstract alone. For the 76% of cases (N=5742) that had both sources, there was 98% agreement between them. In other cases, the survey was the preferred source. If the survey indicated a special school, the student was coded as attending a special school, regardless of the school record. If the survey indicated the school was not a special school, the student was coded as not attending a special school, even if one of the settings of the student was a special school, assuming that attendance in that setting was secondary to attendance at the primary, regular school.

Took Occupationally-Oriented Vocational Education (Table 17)

The variable indicating whether the youth took occupationally-oriented vocational education uses two sources: the school record and parent interview. The parent interview items include the following:

> "What kinds of job training or help has (NAME) had in the past 12 months? Has he/she had...
> 1 Testing to find out his/her work interests or abilities
> 2 Training in specific job skills, like care repair or food service
> 3 Training in basic skills needed for work, like counting change, telling time, or using transportation to get to work
> 4 Career counseling (like help in figuring out jobs (NAME) might be suited to
> 5 Help in finding a job or learning to look for one."
>
> Who has given (NAME) job training or help in the past 12 months?"
> Response categories included, among others, "youth's junior or senior high school" and "a special secondary school for the disabled."

If a respondent gave a positive response to category 2 of the first item and the only source indicated for the service was a secondary school (special or regular), the student was indicated as having received occupationally- oriented vocational education from the school in the most recent school year.

The school record item involved a listing of courses the student took in the most recent school year. If a vocational course was listed, the following item was asked:

"If the student has taken vocational education classes during the school year indicated on the cover sheet, please indicate the type of vocational education taken."

Responses were coded as follows:

1 Agriculture (e.g., animal and plant science, landscaping/gardening, horticulture/nursery, forestry)
2 Distributive education (e.g., retailing, banking and finance, cashier, hotel/tourism/recreation, marketing and sales, advertising, warehousing, transportation/driver, real estate)
3 Health occupations (e.g., health care, medical and dental assistant, nursing, community and environmental health)
4 Office occupations (e.g., secretarial, clerical, typing, accounting, data processing, computer programming and operations)
5 Technical education (e.g., engineering, architecture, aeronautics)
6 Machine shop, auto and motor repair
7 Construction trades (e.g., carpentry, masonry, plumbing, wood working, metal working, welding)
8 Electrical, electronics, communication, air conditioning
9 Manufacturing, industrial arts
10 Painting, interior design/decorating
11 Graphic and commercial arts, drafting, printing, photography
12 Food services, cook, food server, hostess, dishwasher
13 Personal services, cosmetology, laundry/cleaning
14 Custodial services/janitor
15 Fireman, law enforcement, public service
16 Other (SPECIFY)
17 Career exploration, prevocational skills, work adjustment
18 Sheltered workshop, supported employment
19 Work study/experience, on-the-job training
20 Clothing/textiles
21 Child care, nursery school

If the record indicated a positive response to categories 1 through 15, 20 or 21, the student was counted as having received occupationally-oriented vocational education.

For 16% of cases, the value on this variable was based on the school record alone; for 21% of cases it was based on the parent interview alone. For 63% of cases, both sources were available. There was agreement between sources in 98% of these cases. In the event of discrepancies, a student was coded as having taken occupationally-oriented vocational education if either the school record or the parent interview met the criteria for a positive response.

This variable was used in the construction of a variable indicating whether the student was enrolled in any vocational education in the most recent year. A positive value for receiving occupationally-oriented vocational education was coded as a positive value for having received any vocational education.

Also, this variable was the basis for variables indicating the number of hours of occupationally-oriented vocational education received and whether that training was in a regular education or special education setting. Only responses based on the school record contributed to these latter two variables, because no indication of placement or amount of the occupationally-oriented training was included in the parent interview.

Support Services Received (Tables 28, 30, 32-35)

The NLTS investigated whether the youth had received the following kinds of support services: speech therapy, personal counseling/therapy, physical therapy/mobility training, help from a tutor/reader/interpreter, and transportation assistance. For each kind of service, three variables were created: whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school. In addition, the total hours of the service received in the previous year was calculated for each service only for cases having a parent interview (school records did not indicate number of hours received).

The two sources of data for items regarding receipt of services were the parent interviews and school records. The parent source involved responses to the following three kinds of questions, which were asked of the majority of respondents about each service:

> "Has (NAME) ever had (kind of service)?"
>
> "Has (NAME) had any of this (kind of service) in the past 12 months?"
>
> "Who has given (NAME) (kind of service) in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

These items were asked for all noninstitutionalized youth regarding speech therapy, personal counseling/therapy, transportation assistance, and help from a tutor/reader/interpreter. (Institutionalized youth were those reported by parents to be living for at least one year in a hospital, mental health, or correctional facility.) Items related to physical therapy/ mobility training were not asked of parents with youth classified as learning disabled, emotionally disturbed, or speech impaired only (no other additional disabilities named by the school/district or parent) because that service was assumed not to pertain to those disabilities (see discussion in previous section). Youth with these disabilities only were coded as having not received the service ever, in the past year, or from the school, unless the school record abstract indicated otherwise.

For institutionalized youth, the following item was asked:

"Is (NAME) getting any of the following kinds of help at this place (the institution)?" Response categories included, among others:

Speech or language therapy
Personal counseling or therapy
A tutor, reader, or interpreter
Physical therapy or mobility training (e.g., help with walking or wheelchair use
Help in getting or using transportation

A positive response to a service was coded as having received the service ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school.

The school record abstract source involved the following item:

"Which of the following services did the student receive from or through the school system (this can include contracted services) during the school year indicated on the cover sheet?"

1 Physical therapy
2 Occupational therapy
3 Assistive devices or physical adaptations
4 Mental health services, personal counseling, therapy, or psychiatric care
5 Speech or language therapy
6 Hearing-loss therapy
7 Tutor, reader, or interpreter
8 Special transportation because of disability
9 Adaptive physical education
10 Health services (e.g., catheterization)
11 Testing for disabilities (e.g., psychological assessment, classroom observation
12 Social work services
00 None of the above

Responses were coded into the support services variables as follows:

If response circled:	Coded as received:
5	Speech therapy
4, 12	Personal counseling/therapy
1, 10	Physical therapy/mobility training
7	Tutor/reader/interpreter
8	Transportation assistance

Responses for approximately 16% of cases were based on the school record alone, 25% on the parent interview alone, and 59% on both sources.

In cases having two sources for these variables, the extent of agreement between the sources varied among the services and, for a given service, among the variables, as indicated in Table A-2. Agreement was generally highest for receipt of physical therapy and, for all services, was highest for services received in the previous year and lowest for services received from the school.

Table A-2
EXTENT OF AGREEMENT BETWEEN SOURCES FOR VARIABLES RELATED TO SUPPORT SERVICES RECEIVED BY YOUTH

Number of Cases Service Variables	Percentage In With Two Sources	Agreement
Received speech therapy		
Ever	4801	66
In past year	4741	80
In past year from school	4741	69
Received counseling/therapy		
Ever	4786	68
In past year	4753	80
In past year from school	4753	46
Received help from a tutor/reader/interpreter		
Ever	4769	58
In past year	4737	73
In past year from school	4737	59
Received physical therapy/mobility training		
Ever	4793	80
In past year	4774	88
In past year from school	4774	55
Received transportation assistance		
Ever	4820	55
In past year	4814	71
In past year from school	4814	46

For cases in which both sources of data were available, the following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a support service such as a tutor on an IEP, which would appear then on the record abstract, about which the parent being interviewed might simply have been unaware. Even in the case of the school providing the service, discrepancies are logically possible. For example, the parent might have been aware of a child's consultation with a school counselor and would have reported it as counseling received from the school. Such a service would not have been included on an IEP and would not have appeared on a school record abstract form.

Vocational Services Received (Tables 28, 29)

The NLTS investigated whether the youth had received vocational services, and constructed variables indicating whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school, and the hours of the service received in the previous year.

The two sources of data for these items are the parent interviews and school records. The parent source involved responses to the following three questions, which were asked for all noninstitutionalized youth:

> "Has (NAME) ever had training in job skills, career counseling, help in finding a job, or any other vocational education?"
>
> "Has (NAME) had any of this job training or help in the past 12 months?"
>
> "Who has given (NAME) job training or help in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

> "Thinking about the last 12 months, for about how long did (NAME) receive job training from (each source named above)? During this period, about how many hours per day/week/month did the job training take place?" Total hours calculated by multiplying responses to the two questions.

For institutionalized youth, the following item was asked:

> "Is (NAME) getting any of the following kinds of help at this place (the institution)? Response categories included, among others, "job training or vocational education."

A positive response to this item was coded as receiving vocational services ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school. For institutionalized youth, the number of hours of vocational services was coded as "don't know."

The school record abstract source involved the listing of courses that the student had taken in the most recent school year (1985-86 or 1986-87). One category of courses was vocational education. If the student was reported as taking any kind of vocational training in the 1985-86 school year, he/she was recorded as "ever" receiving vocational services, but "don't know" regarding receipt in the previous year. Students reported as taking vocational education in the 1986-87 school year were coded as receiving vocational services ever, in the past year, and from the school in the past year. Hours of service received in the previous year was based on 1986-87 school records and was calculated from the school record abstract using the following algorithm:

18 (number of weeks in a typical school semester)
x hours per week student took the course
x number of semesters taken

Responses for approximately 17% of cases were based on the school record alone, 25% on the parent interview alone, and 58% on both sources.

In cases having two sources for these variables, there was agreement between the sources in about half the cases regarding receipt of services. The following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.

- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.
- For hours of service received in the past year, the higher value was taken from either the parent interview or the 1986-87 school record.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a vocational course about which the parent being interviewed might simply have been unaware.

Occupational Therapy/Life Skills Training Received (Tables 28, 31)

The NLTS investigated whether the youth had received occupational therapy or life skills training, and constructed variables indicating whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school, and the hours of the service received in the previous year.

The two sources of data for these items are the parent interviews and school records. The parent source involved responses to the following three questions, which were asked for all noninstitutionalized youth:

> "Has (NAME) ever had any occupational therapy or other instruction in life skills, other than from family members or friends? Life skills instruction might include learning to manage money or learning cooking or housekeeping skills. Occupational therapy might include help in learning feeding, dressing, toileting, or grooming."
>
> "Has (NAME) had any occupational therapy or life skills training, other than from family members or friends, in the past 12 months?"
>
> "Who has given (NAME) occupational therapy or life skills training in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."
>
> "Thinking about the last 12 months, for about how long did (NAME) receive occupational therapy or life skills training from (each source named above)? During this period, about how many hours per day/week/month did the occupational therapy or life skills training take place?" Total hours calculated by multiplying responses to the two questions.

For institutionalized youth, the following item was asked:

> "Is (NAME) getting any of the following kinds of help at this place (the institution)? Response categories included, among others, "occupational therapy or life skills training (e.g., feeding, dressing, money management)."

A positive response to this item was coded as receiving the service/training ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school. For institutionalized youth, the number of hours of training/service was coded as "don't know."

The school record abstract source involved two items:

> The listing of courses that the student had taken in the most recent school year (1985-86 or 1986-87). One category of courses was home economics and life skills training. If the student was reported as taking this kind of course in the 1985-86 school year, he/she was recorded as "ever" receiving the training/service, but "don't know" regarding receipt in the previous year. Students reported as taking such courses in the 1986-87 school year were coded as receiving training/service ever, in the past year, and from the school in the past year. Hours of service received in the previous year was based on 1986-87 school records and was calculated from the school record abstract using the following algorithm:
>
> 18 (number of weeks in a typical school semester)
> x hours per week student took the course
> x number of semesters taken.
>
> "Which of the following services did the student receive from or through the school system (this can include contracted services) during the school year indicated on the cover sheet?" Response categories included, among others, "occupational therapy."

If a positive response was given to the second item only, the student was coded as receiving the training/service ever, in the past year, and in the past year from the school. He/she was coded "don't know" for the hours of service received.

Responses for approximately 17% of cases were based on the school record alone, 25% on the parent interview alone, and 58% on both sources.

In cases having two sources for these variables, there was agreement between the sources in about half the cases regarding receipt of services. The following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.

- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.
- For hours of service received in the past year, the higher value was taken from either the parent interview or the 1986-87 school record.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a course about which the parent being interviewed might simply have been unaware.

School Completion Status (Table 37)

There are 3053 youth who are considered out of school and for whom the mode of school leaving, referred to as school completion status, is known. The school completion status variable has four categories:

- Graduated
- Dropped out
- Aged out
- Suspended/expelled

An exiter's completion status was derived from two possible sources: the parent interview and/or the school record abstract. The parent interview source involved asking the following item of parents who said youth were no longer in secondary school:

> "Did (NAME) graduate, voluntarily leave school, was (he/she) suspended or expelled or is (he/she) older than the school age limit?"

The school record abstract item asked:

> "What was this student's status at the end of the school year?" Possible responses included:
> - Graduated
> - Exceeded the school age limit
> - Completed the school year and promoted to the next grade level
> - Completed the school year but not promoted to the next grade level
> - Dropped out
> - Permanently expelled
> - Transferred/moved to another school
> - Incarcerated
> - Institutionalized due to handicap
> - Other (specify)
> - Don't know.

For 30% of cases, school completion status was based on the parent interview alone. For 16% of cases, values were based on the school record abstract alone; the school abstract response was used by collapsing responses into the 4 completion status categories as follows:

School Completion Status	Record Abstract Response
Graduated	Graduated
Aged Out	Exceeded the school age limit
Dropped out/left	Dropped out
	Withdrew
	Institutionalized
	Incarcerated
	Other
Suspended/expelled	Permanently expelled

For the 55% of cases in which both the parent interview and the school record abstract were available, there was agreement between the two sources on the youth's completion status for 78% of cases. For the remaining 22% of cases (351), the following discrepancies were noted and resolutions made:

- In cases in which the school reported the youth transferred, moved, or withdrew, the parent report was the basis for categorization because the parent would have known the final status of the youth after a move, transfer, or withdrawal from a given school.

- Schools were considered the best source of information when there was a discrepancy involving whether the youth graduated vs. aged out resulting from different interpretations of what constituted graduation vs. receipt of special diplomas for attendance.

- The parent was considered the best source of information in cases in which the school indicated the youth had completed the school year (whether or not promoted), but the parent reported a more final disposition that could have occurred, for example, because of school work done in the summer (i.e., resulting in graduation) or because of decisions made in the summer not to return in the fall (i.e., dropping out). Similarly, parents' reports of graduation were accepted when the school reported the youth dropped out or was suspended because further school work in the summer could have resulted in graduation by the time of the interview. Parent reports of a more final status (e.g., dropping out) also were accepted when the school reported what was considered an intermediate status, such as incarceration or institutionalization.

- Youth were categorized as dropouts, based on the school report, when the parent contended the youth exceeded the age limit but the youth was not old enough to have done so, or if the parent reported the youth had been suspended.

Appendix B

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH VISUAL IMPAIRMENTS

		Community			Gender		Age in 1987			School Status		
Subgroups Referenced, and Table Number(s)	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	71.0	69.9	77.5	74.8	72.7	68.8	98.8	87.5	31.3	98.2	12.9	18.8
	(3.1)	(4.6)	(6.3)	(10.6)	(3.8)	(5.1)	(1.5)	(3.9)	(4.7)	(1.2)	(5.0)	(6.2)
Number of respondents	720	230	135	43	416	304	196	256	268	479	129	112
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	45.8	37.9	40.7	43.9	45.3	46.4	31.8	42.3	61.3	41.8	58.9	49.6
	(3.4)	(4.9)	(7.5)	(12.2)	(4.3)	(5.6)	(6.3)	(5.9)	(5.1)	(4.3)	(7.5)	(8.4)
Number of respondents	704	222	133	43	407	297	196	253	255	479	123	102
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**												
Seventh grade	42.4	11.1	18.7	28.8	40.8	44.1	40.8	36.3	52.2	42.1	35.9	54.9
	(3.3)	(3.2)	(5.7)	(10.6)	(4.1)	(5.3)	(6.4)	(5.4)	(5.2)	(4.1)	(6.6)	(9.0)
Eighth grade	45.3	11.5	19.9	44.1	44.4	46.1	44.8	40.3	52.4	46.3	35.9	54.9
	(3.3)	(3.2)	(5.8)	(11.6)	(4.2)	(5.3)	(6.5)	(5.5)	(5.2)	(4.2)	(6.6)	(9.0)
Ninth grade	85.6	78.3	83.4	83.2	83.8	87.8	80.1	85.5	91.1	85.3	82.6	91.6
	(2.3)	(4.2)	(5.4)	(8.8)	(3.1)	(3.5)	(5.2)	(3.9)	(3.0)	(3.0)	(5.2)	(5.0)
Tenth grade	92.7	90.1	89.7	97.3	90.4	95.5	82.6	97.3	96.8	90.5	98.0	96.8
	(1.7)	(3.0)	(4.4)	(3.8)	(2.5)	(2.2)	(4.9)	(1.8)	(1.8)	(2.5)	(2.0)	(3.2)
Eleventh grade	92.7	90.1	89.7	97.3	90.4	95.5	82.6	97.3	96.8	90.5	98.0	96.8
	(1.7)	(3.0)	(4.4)	(3.8)	(2.5)	(2.2)	(4.9)	(1.8)	(1.8)	(2.5)	(2.0)	(3.2)
Twelfth grade	92.7	90.1	89.7	97.3	90.4	95.5	82.6	97.3	96.8	90.5	98.0	96.8
	(1.7)	(3.0)	(4.4)	(3.8)	(2.5)	(2.2)	(4.9)	(1.8)	(1.8)	(2.5)	(2.0)	(3.2)
Ungraded	62.2	48.8	46.8	37.4	61.2	63.4	58.7	60.1	68.6	61.2	56.2	78.3
	(3.2)	(5.0)	(7.3)	(11.3)	(4.1)	(5.2)	(6.4)	(5.5)	(4.8)	(4.1)	(6.8)	(7.5)
Number of respondents	761	227	145	47	436	322	216	290	255	515	152	87

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* Source: Parent interviews.

** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH VISUAL IMPAIRMENTS

Subgroups Referenced, and Table Number(s)	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	72.2	75.2	71.5	66.0
	(4.1)	(4.9)	(4.8)	(6.0)
Number of respondents	375	290	281	245
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	38.6	60.5	43.9	38.3
	(4.5)	(5.6)	(5.3)	(6.2)
Number of respondents	366	288	274	242
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**				
Seventh grade	15.8	92.7	32.4	56.6
	(3.2)	(2.7)	(4.5)	(6.1)
Eighth grade	20.2	92.7	38.1	57.4
	(3.5)	(2.7)	(4.7)	(6.1)
Ninth grade	81.8	92.7	84.3	90.0
	(3.4)	(2.7)	(3.5)	(3.7)
Tenth grade	92.7	92.7	94.9	92.7
	(2.3)	(2.7)	(2.1)	(3.2)
Eleventh grade	92.7	92.7	94.9	92.7
	(2.3)	(2.7)	(2.1)	(3.2)
Twelfth grade	92.7	92.7	94.9	92.7
	(2.3)	(2.7)	(2.1)	(3.2)
Ungraded	43.1	98.2	58.5	70.8
	(4.3)	(1.3)	(4.7)	(5.6)
Number of respondents	402	359	341	261

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* Source: Parent interviews.

** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1C: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH VISUAL IMPAIRMENTS

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	81.2	67.4	70.4	67.5	71.6	75.4	70.9	70.1	74.5
	(5.4)	(6.1)	(4.8)	(5.0)	(4.2)	(7.4)	(5.3)	(5.7)	(4.9)
Number of respondents	155	191	283	195	436	68	223	234	245
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	37.6	46.7	48.5	36.4	49.7	43.1	47.9	40.1	48.7
	(6.8)	(6.6)	(5.3)	(5.2)	(4.7)	(8.7)	(5.9)	(6.2)	(5.6)
Number of respondents	153	187	281	188	431	65	219	232	242
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**									
Seventh grade	51.5	45.5	31.9	32.4	45.6	27.9	41.1	43.8	42.4
	(7.4)	(6.9)	(5.2)	(5.4)	(4.8)	(8.2)	(6.0)	(6.5)	(5.9)
Eighth grade	54.8	46.0	35.8	37.3	48.7	28.9	41.5	49.7	43.1
	(7.4)	(6.9)	(5.3)	(5.6)	(4.8)	(8.3)	(6.1)	(6.6)	(5.9)
Ninth grade	87.1	85.1	83.0	86.0	85.5	73.9	84.9	87.2	83.5
	(5.0)	(4.9)	(4.2)	(4.0)	(3.4)	(8.0)	(4.4)	(4.4)	(4.4)
Tenth grade	88.6	91.9	92.9	91.4	93.1	85.1	89.2	96.4	90.5
	(4.7)	(3.8)	(2.8)	(3.2)	(2.4)	(6.5)	(3.8)	(2.4)	(3.5)
Eleventh grade	88.6	91.9	92.9	91.4	93.1	85.1	89.2	96.4	90.5
	(4.7)	(3.8)	(2.8)	(3.2)	(2.4)	(6.5)	(3.8)	(2.4)	(3.5)
Twelfth grade	88.6	91.9	92.9	91.4	93.1	85.1	89.2	96.4	90.5
	(4.7)	(3.8)	(2.8)	(3.2)	(2.4)	(6.5)	(3.8)	(2.4)	(3.5)
Ungraded	68.1	55.2	57.0	52.7	64.1	54.1	63.6	59.0	58.0
	(6.9)	(6.9)	(5.5)	(5.8)	(4.6)	(9.1)	(5.9)	(6.5)	(5.8)
Number of respondents	137	170	258	167	413	60	202	212	219

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* Source: Parent interviews.
** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH VISUAL IMPAIRMENTS (Continued)

		Community			Gender		Age in 1987			School Status		
Subgroups Referenced, and Table Number(s)	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 12: Percentage of youth in schools that served learning handicapped students	99.2	98.9	98.5	100	99.0	99.6	99.4	99.7	98.3	98.9	100	100
	(0.6)	(1.1)	(1.9)	(0.0)	(0.9)	(0.8)	(1.0)	(0.7)	(1.5)	(1.0)	(0.0)	(0.0)
Number of respondents	654	192	125	40	374	277	188	254	212	435	134	80
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	61.4	88.0	89.5	89.8	57.6	66.5	59.9	68.6	52.8	61.0	68.7	50.1
	(3.5)	(3.6)	(4.8)	(7.5)	(4.5)	(5.5)	(6.8)	(5.5)	(5.7)	(4.5)	(6.9)	(9.4)
Number of respondents	650	184	127	42	372	275	187	252	211	433	132	80
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	50.3	68.0	52.8	52.3	52.1	48.0	47.7	60.0	39.8	53.9	41.8	43.5
	(3.6)	(5.1)	(7.9)	(12.5)	(4.6)	(5.8)	(7.0)	(5.9)	(5.6)	(4.6)	(7.2)	(9.4)
Number of respondents	649	189	123	41	371	275	186	252	211	431	134	79
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	89.9	98.3	95.8	98.9	86.7	93.9	86.2	94.7	87.3	89.3	91.6	90.5
	(2.2)	(1.4)	(3.1)	(2.6)	(3.2)	(2.8)	(4.8)	(2.8)	(4.0)	(2.9)	(4.3)	(5.8)
Number of respondents	612	189	125	41	352	258	188	230	194	415	120	72

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH VISUAL IMPAIRMENTS (Continued)

	Type of School Attended		Severity of Visual Impairment	
Subgroups Referenced, and Table Number(s)	Regular School	Special School	Partially Sighted	Blind
Table 12: Percentage of youth in schools that served learning handicapped students	99.3	99.1	99.6	98.4
	(0.8)	(1.0)	(0.6)	(1.6)
Number of respondents	340	314	305	224
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	93.4	0.0	68.5	50.3
	(2.4)	(0.0)	(4.7)	(6.6)
Number of respondents	336	314	302	227
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	58.8	33.5	50.9	50.6
	(4.7)	(5.2)	(5.1)	(6.7)
Number of respondents	337	312	303	224
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	98.3	71.5	93.4	86.7
	(1.2)	(5.3)	(2.6)	(4.8)
Number of respondents	338	274	285	201

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1C: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH VISUAL IMPAIRMENTS (Continued)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 12: Percentage of youth in schools that served learning handicapped students	98.4 (2.0)	99.5 (1.1)	99.6 (0.8)	98.5 (1.5)	99.2 (0.9)	100 (0.0)	99.0 (1.3)	99.3 (1.2)	98.9 (1.4)
Number of respondents	117	146	216	142	353	43	178	178	178
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	51.6 (8.0)	58.1 (7.3)	70.6 (5.5)	65.3 (6.0)	58.6 (5.1)	79.4 (8.9)	57.3 (6.5)	64.2 (6.8)	60.7 (6.4)
Number of respondents	117	148	215	140	355	42	174	180	179
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	55.1 (8.0)	51.5 (7.5)	48.0 (6.1)	65.8 (6.0)	44.2 (5.1)	77.6 (9.1)	54.4 (6.5)	46.2 (7.1)	49.1 (6.6)
Number of respondents	117	146	214	140	353	42	177	178	176
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	84.4 (6.0)	91.1 (4.4)	91.5 (3.5)	89.1 (3.9)	89.4 (3.3)	98.1 (3.0)	86.3 (4.7)	93.3 (3.7)	89.4 (4.1)
Number of respondents	111	135	204	139	327	41	166	167	170

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH VISUAL IMPAIRMENTS (Continued)

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 18: Percentage in schools that reported having students in need of:												
Speech/language therapy	97.3	99.0	98.8	87.6	97.2	97.4	96.5	96.7	99.0	96.5	99.1	99.1
	(1.2)	(1.1)	(1.7)	(8.1)	(1.5)	(1.8)	(2.5)	(2.1)	(1.1)	(1.7)	(1.4)	(1.8)
Physical therapy	84.5	85.3	78.2	64.0	82.7	86.7	76.7	82.9	94.9	80.3	93.4	94.0
	(2.6)	(4.1)	(6.6)	(11.9)	(3.5)	(4.0)	(6.0)	(4.6)	(2.5)	(3.7)	(3.7)	(4.6)
Occupational therapy	85.1	81.3	88.2	63.7	83.2	87.5	80.6	85.7	89.4	83.9	85.7	91.5
	(2.7)	(4.6)	(5.2)	(11.9)	(3.6)	(4.1)	(5.6)	(4.5)	(3.8)	(3.5)	(5.6)	(5.6)
Hearing-loss therapy	79.4	80.8	80.5	54.2	74.9	84.8	76.6	78.6	84.0	79.0	80.3	82.2
	(3.1)	(4.7)	(6.5)	(12.8)	(4.2)	(4.4)	(6.0)	(5.3)	(4.5)	(3.9)	(6.4)	(7.7)
Psychotherapy/counseling	96.4	95.6	94.3	93.4	94.7	98.4	95.3	96.4	97.6	96.4	94.7	100
	(1.4)	(2.4)	(3.9)	(6.3)	(2.1)	(1.5)	(3.0)	(2.3)	(1.8)	(1.7)	(3.4)	(0.0)
Medical services	87.6	86.3	78.7	78.1	87.8	87.4	83.3	88.7	91.1	87.8	86.0	88.4
	(2.5)	(4.2)	(6.9)	(10.5)	(3.1)	(4.0)	(5.3)	(4.0)	(3.4)	(3.1)	(5.5)	(6.2)
Adaptive physical education	92.6	96.1	91.5	73.9	91.4	94.0	89.4	91.0	98.3	90.1	97.0	100
	(1.9)	(2.2)	(4.4)	(11.0)	(2.6)	(2.8)	(4.3)	(3.5)	(1.5)	(2.8)	(2.5)	(0.0)
Social work services	94.4	95.8	87.7	93.3	96.3	92.1	94.1	94.3	95.0	94.2	92.7	100
	(1.8)	(2.4)	(5.4)	(6.4)	(1.9)	(3.3)	(3.6)	(2.9)	(2.8)	(2.3)	(4.3)	(0.0)
Special transportation	92.5	97.1	92.7	71.1	92.4	92.6	91.3	90.4	96.6	90.2	96.0	100
	(1.9)	(1.9)	(4.1)	(11.2)	(2.4)	(3.0)	(3.9)	(3.5)	(2.1)	(2.7)	(2.9)	(0.0)
Human aides or tutors	98.4	98.1	97.7	96.6	99.6	96.8	98.2	99.7	96.6	98.7	96.1	100
	(0.9)	(1.6)	(2.4)	(4.6)	(0.6)	(2.1)	(1.9)	(0.7)	(2.1)	(1.0)	(2.9)	(0.0)
Physical aids	90.1	92.1	86.0	73.0	87.9	92.7	83.8	91.2	95.0	89.1	91.8	92.2
	(2.2)	(3.2)	(5.6)	(11.3)	(3.0)	(3.1)	(5.3)	(3.5)	(2.6)	(2.9)	(4.2)	(5.2)
None of these	100	100	100	100	100	100	100	100	100	100	100	100
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	548	155	110	39	307	239	159	213	168	369	105	69
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	63.1	91.7	91.8	91.7	59.4	68.1	66.5	68.7	51.4	63.8	67.3	50.2
	(3.5)	(3.1)	(4.3)	(6.8)	(4.5)	(5.4)	(6.6)	(5.6)	(5.8)	(4.4)	(7.0)	(9.4)
Number of respondents	644	179	125	43	367	274	185	250	209	428	131	80

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH VISUAL IMPAIRMENTS (Continued)

Subgroups Referenced, and Table Number(s)	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Table 18: Percentage in schools that reported having students in need of:				
Speech/language therapy	95.9	100	97.6	99.1
	(1.9)	(0.0)	(1.6)	(1.3)
Physical therapy	76.2	100	79.0	92.0
	(4.2)	(0.0)	(4.2)	(3.6)
Occupational therapy	78.1	100	79.9	92.6
	(4.1)	(0.0)	(4.3)	(3.7)
Hearing-loss therapy	72.9	93.1	73.6	86.0
	(4.5)	(3.0)	(4.8)	(5.0)
Psychotherapy/counseling	94.3	100	96.6	95.9
	(2.3)	(0.0)	(1.9)	(2.7)
Medical services	80.4	100	84.3	92.3
	(4.1)	(0.0)	(3.8)	(3.6)
Adaptive physical education	88.6	100	92.5	96.0
	(3.1)	(0.0)	(2.7)	(2.6)
Social work services	91.9	100	96.2	90.0
	(2.7)	(0.0)	(2.1)	(4.3)
Special transportation	88.5	100	89.5	97.9
	(3.1)	(0.0)	(3.1)	(1.9)
Human aides or tutors	97.5	100	97.9	100
	(1.5)	(0.0)	(1.5)	(0.0)
Physical aids	84.5	100	89.5	93.6
	(3.7)	(0.0)	(3.2)	(3.3)
None of these	100	100	100	100
	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	290	242	258	192
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	96.4	0.0	70.3	51.1
	(1.8)	(0.0)	(4.7)	(6.7)
Number of respondents	330	314	300	222

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1C: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH VISUAL IMPAIRMENTS (Continued)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 18: Percentage in schools that reported having students in need of:									
Speech/language therapy	99.2	94.7	98.0	93.4	97.7	100	96.2	98.9	97.2
	(1.4)	(3.3)	(1.7)	(3.1)	(1.6)	(0.0)	(2.5)	(1.5)	(2.2)
Physical therapy	86.4	86.3	79.9	73.9	85.4	78.6	89.2	83.9	81.0
	(5.6)	(5.2)	(4.9)	(5.6)	(3.7)	(9.8)	(4.2)	(5.3)	(5.2)
Occupational therapy	87.8	81.6	83.2	76.8	86.0	79.1	83.9	85.1	85.3
	(5.5)	(6.0)	(4.8)	(5.5)	(3.8)	(9.6)	(5.0)	(5.4)	(4.9)
Hearing-loss therapy	87.4	83.3	77.0	71.7	80.5	84.9	85.7	77.3	80.2
	(5.7)	(5.9)	(5.4)	(6.1)	(4.4)	(8.7)	(4.8)	(6.4)	(5.7)
Psychotherapy/counseling	98.3	96.1	93.6	94.0	97.2	95.6	97.3	95.3	95.9
	(2.1)	(3.0)	(3.0)	(3.0)	(1.7)	(4.7)	(2.1)	(3.1)	(2.7)
Medical services	92.1	87.8	79.8	85.5	87.6	67.5	87.4	89.9	84.1
	(4.5)	(5.1)	(5.1)	(4.6)	(3.5)	(12.3)	(4.6)	(4.5)	(5.0)
Adaptive physical education	96.3	89.7	89.4	87.3	93.1	93.9	93.1	91.7	91.2
	(3.1)	(4.5)	(3.8)	(4.1)	(2.7)	(5.5)	(3.4)	(4.0)	(3.8)
Social work services	90.3	95.8	93.9	96.5	93.2	87.9	95.3	92.4	93.0
	(5.3)	(3.3)	(3.1)	(2.6)	(2.8)	(7.6)	(3.0)	(4.2)	(3.6)
Special transportation	93.4	92.0	90.3	89.1	92.0	92.6	92.1	91.0	94.6
	(4.0)	(4.0)	(3.6)	(3.9)	(2.8)	(5.9)	(3.5)	(4.1)	(3.0)
Human aides or tutors	98.1	97.1	98.4	97.3	98.7	93.6	96.8	99.3	98.3
	(2.2)	(2.5)	(1.5)	(2.1)	(1.2)	(5.9)	(2.4)	(1.2)	(1.7)
Physical aids	94.9	90.3	88.4	86.1	89.8	79.7	91.6	93.3	85.4
	(3.6)	(4.5)	(4.0)	(4.5)	(3.2)	(9.9)	(3.8)	(3.7)	(4.8)
None of these	100	100	100	100	100	100	100	100	100
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	95	123	189	115	301	29	148	149	151
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	53.6	59.4	74.2	64.8	60.1	93.5	57.3	66.2	65.2
	(8.1)	(7.4)	(5.3)	(6.1)	(5.1)	(5.7)	(6.6)	(6.9)	(6.2)
Number of respondents	114	144	213	139	351	38	173	172	180

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

Subgroups Referenced, and Table Number(s)		Community			Gender		Age in 1987			School Status		
	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 26: **Percentage in schools with life skills programs that served students who were:***												
Mildly learning handicapped	66.0 (3.4)	81.5 (4.2)	78.8 (6.5)	77.6 (10.5)	63.8 (4.4)	68.8 (5.3)	69.2 (6.4)	65.4 (5.7)	63.3 (5.5)	64.9 (4.3)	68.2 (6.9)	67.2 (8.9)
Severely impaired	41.3 (3.5)	35.3 (5.2)	34.6 (7.5)	49.8 (12.5)	41.0 (4.5)	41.6 (5.7)	38.3 (6.7)	40.8 (5.9)	45.0 (5.7)	39.7 (4.4)	41.5 (7.3)	50.3 (9.4)
Sensorily or physically impaired	65.8 (3.4)	59.2 (5.4)	50.4 (7.9)	42.7 (12.4)	65.5 (4.3)	65.9 (5.5)	53.8 (6.9)	68.9 (5.5)	73.9 (5.0)	63.7 (4.4)	61.5 (7.2)	85.9 (6.6)
Number of respondents	655	193	124	41	374	278	191	253	211	437	133	80
Table 36: **Percentage of youth that had:****												
Any graded classes	86.0 (2.7)	91.6 (3.3)	85.7 (5.7)	100 (0.0)	82.9 (3.7)	90.0 (3.7)	81.3 (5.8)	92.8 (3.3)	81.8 (4.8)	86.3 (3.4)	95.0 (3.7)	74.1 (8.4)
Graded regular education classes	61.2 (3.8)	83.8 (4.4)	81.8 (6.3)	81.7 (10.8)	56.7 (4.8)	67.3 (5.8)	60.1 (7.2)	72.2 (5.8)	47.7 (6.2)	61.6 (4.7)	70.6 (7.7)	48.4 (9.6)
Graded special education classes	50.1 (3.9)	47.1 (6.0)	34.3 (7.8)	57.7 (13.8)	49.6 (4.9)	50.8 (6.2)	46.6 (7.4)	44.8 (6.4)	61.1 (6.1)	48.5 (4.9)	60.9 (8.2)	44.5 (9.6)
Number of respondents	565	161	115	33	327	237	167	218	180	381	102	77
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	62.8 (3.8)	71.2 (5.5)	59.4 (8.2)	57.6 (14.0)	71.4 (4.5)	52.5 (6.2)	55.3 (7.6)	69.0 (5.9)	61.7 (6.1)	62.8 (4.8)	67.3 (7.7)	57.4 (9.6)
Number of respondents	557	158	110	32	315	240	156	223	178	369	108	75
Tables 28, 37, 40 and 41: Percentage of youth who were:***												
In secondary school	65.9 (3.0)	66.5 (4.5)	73.1 (6.3)	74.6 (10.1)	66.2 (3.7)	65.4 (4.8)	96.1 (2.4)	81.5 (4.2)	21.4 (3.9)	100 (0.0)	0.0 (0.0)	0.0 (0.0)
Out of secondary school a year or less	17.4 (2.4)	19.3 (3.7)	15.1 (5.1)	22.6 (9.7)	17.2 (3.0)	17.6 (3.8)	1.6 (1.5)	14.7 (3.8)	34.6 (4.5)	0.0 (0.0)	100 (0.0)	0.0 (0.0)
Out of secondary school 1-2 years	16.7 (2.3)	14.1 (3.3)	11.8 (4.6)	2.8 (3.9)	16.5 (2.9)	17.0 (3.8)	2.3 (1.9)	3.8 (2.1)	44.0 (4.7)	0.0 (0.0)	0.0 (0.0)	100 (0.0)
Number of respondents	867	256	154	48	496	368	241	314	312	562	157	148

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* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.
** Source: Students' school records.
*** **Source: Parent interviews and students' school records.**

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

Subgroups Referenced, and Table Number(s)	Type of School Attended		Severity of Visual Impairment	
	Regular School	Special School	Partially Sighted	Blind
Table 26: Percentage in schools with life skills programs that served students who were:*				
Mildly learning handicapped	79.8 (3.8)	39.9 (5.3)	71.9 (4.6)	58.6 (6.5)
Severely impaired	36.0 (4.6)	51.2 (5.4)	38.0 (4.9)	43.8 (6.6)
Sensorily or physically impaired	50.6 (4.8)	94.4 (2.5)	63.7 (4.9)	75.6 (5.7)
Number of respondents	341	314	304	225
Table 36: Percentage of youth that had:**				
Any graded classes	90.0 (3.0)	77.3 (5.0)	92.6 (2.7)	85.7 (5.0)
Graded regular education classes	84.6 (3.6)	11.8 (3.9)	73.7 (4.5)	52.6 (7.1)
Graded special education classes	41.0 (4.9)	69.4 (5.5)	43.7 (5.0)	58.9 (7.0)
Number of respondents	307	258	306	196
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	65.9 (4.8)	56.1 (6.0)	70.1 (4.7)	57.1 (7.1)
Number of respondents	301	256	299	194
Tables 28, 37, 40 and 41: Percentage of youth who were:***				
In secondary school	69.3 (3.9)	65.7 (4.8)	68.8 (4.4)	59.2 (5.8)
Out of secondary school a year or less	18.9 (3.3)	18.5 (4.0)	18.2 (3.6)	20.4 (4.8)
Out of secondary school 1-2 years	11.8 (2.7)	15.9 (3.7)	13.0 (3.2)	20.4 (4.8)
Number of respondents	435	357	356	285

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* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.
** Source: Students' school records.
*** Source: Parent interviews and students' school records.

Appendix Table 1C: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH VISUAL IMPAIRMENTS (Concluded)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 26: Percentage in schools with life skills programs that served students who were:*									
Mildly learning handicapped	49.7	69.3	72.9	62.1	65.5	68.9	62.8	63.8	72.0
	(8.0)	(6.9)	(5.3)	(6.0)	(4.9)	(10.0)	(6.3)	(6.9)	(5.9)
Severely impaired	37.0	32.7	46.3	26.2	46.6	32.6	39.2	36.1	46.1
	(7.7)	(7.0)	(6.0)	(5.5)	(5.2)	(10.1)	(6.4)	(6.9)	(6.5)
Sensorily or physically impaired	59.9	73.6	66.8	56.7	69.1	38.0	69.3	63.1	62.1
	(7.8)	(6.6)	(5.7)	(6.1)	(4.8)	(10.5)	(6.0)	(6.9)	(6.4)
Number of respondents	118	147	219	145	352	43	179	179	179
Table 36: Percentage of youth that had:**									
Any graded classes	87.9	92.3	88.2	89.9	87.8	95.9	88.0	94.0	88.0
	(5.6)	(4.3)	(4.2)	(4.2)	(3.6)	(4.6)	(4.6)	(3.7)	(4.6)
Graded regular education classes	61.8	59.9	71.4	64.6	60.0	87.3	63.4	64.4	62.7
	(8.3)	(7.9)	(5.9)	(6.7)	(5.5)	(7.7)	(6.9)	(7.6)	(6.8)
Graded special education classes	53.0	62.1	45.1	47.1	53.5	62.0	62.2	51.6	46.5
	(8.5)	(7.9)	(6.5)	(7.0)	(5.6)	(11.2)	(6.9)	(7.9)	(7.0)
Number of respondents	103	124	185	115	305	38	149	147	157
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	63.7	61.8	69.0	75.9	60.8	75.4	69.5	53.1	68.9
	(8.4)	(8.0)	(6.1)	(6.1)	(5.5)	(10.3)	(6.7)	(8.0)	(6.5)
Number of respondents	98	120	184	111	297	35	146	143	154
Tables 28, 37, 40 and 41: Percentage of youth who were:***									
In secondary school	76.2	62.4	68.3	65.2	67.0	75.0	66.4	69.9	69.5
	(5.8)	(6.2)	(4.9)	(4.9)	(4.3)	(7.2)	(5.4)	(5.7)	(5.1)
Out of secondary school a year or less	11.6	17.7	19.7	15.6	18.5	12.8	16.3	19.6	14.4
	(4.3)	(4.9)	(4.2)	(3.7)	(3.6)	(5.6)	(4.2)	(4.9)	(3.9)
Out of secondary school 1-2 years	12.2	19.9	12.0	19.2	14.5	12.2	17.3	10.5	16.1
	(4.4)	(5.1)	(3.4)	(4.0)	(3.2)	(5.5)	(4.3)	(3.8)	(4.1)
Number of respondents	164	197	285	212	452	72	232	240	250

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* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

** Source: Students' school records.

*** Source: Parent interviews and students' school records.

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Printed in U.S.A.

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Date Filmed

March 29, 1991